

Educating English Language Learners in Washington State, 2009–10

Report to Legislature



Randy I. Dorn
State Superintendent of
Public Instruction

January 2011

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Abbreviations

CALLA	Cognitive Academic Language Learning Approach
CEDARS	Comprehensive Education Data and Research System
CSPR	Consolidated State Performance Report
DBE	Developmental bilingual education (Late Exit)
ELD	English Language Development
ELL	English Language Learner
ELP	English Language Proficiency
ESEA	Elementary and Secondary Education Act
ESL	English-as-a-Second Language
FTE	Full-time Equivalent
GLAD	Guided Language Acquisition Design
HSPE	High School Proficiency Exam
MSDR	Migrant Student Data and Recruitment
MSP	Measurements of Student Progress
NCLB	No Child Left Behind
OSPI	Office of Superintendent of Public Instruction
SI	Sheltered Instruction (Content-Based ESL)
SIOP	Sheltered Instruction Observation Protocol
TBE	Transitional Bilingual Education (Early Exit)
TBIP	Washington State Transitional Bilingual Instructional Program
WLPT-II	Washington Language Proficiency Test

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EXECUTIVE SUMMARY

Background As Washington State becomes more diverse, the state's Transitional Bilingual Instruction Program (TBIP) served 8.3 percent of the total state student population for the 2009–10 school year. English language learners (ELLs) are defined by state law as those whose primary language is a language other than English and who have English language skill deficiencies that impair their learning in regular classrooms. As accountability for all students continues to be a paramount focus, the education of students with limited English proficiency and issues related to their educational needs are receiving greater scrutiny.

Results in Brief The state's Transitional Bilingual Instruction Program provides additional funding to districts for services to ELLs. In the 2009–10 school year, total direct bilingual expenditures were \$88.4 million, of which \$75.2 million were from state appropriations. State appropriations had a 5.9 percent increase and total state and local funding represents a 0.4 percent decrease from the 2008–09 school year.

ELLs of school age, who must acquire English in the context of schooling, need to develop full proficiency in all language domains (listening, speaking, reading, and writing) and in all content language to access the curriculum. Language used in school is unique to that context and becomes increasingly complex from one grade level to the next.

Even though research has found that long-term academic performance is more likely to occur when students have significant exposure to instruction in their primary language, only 11 percent of ELLs receive instruction in their primary language because of a shortage of teachers endorsed or certified in bilingual education. For districts that serve ELLs from multiple language groups, instruction in the primary language may not be practicable.

Staffing and Instruction Most TBIP funding is used for staff salaries and benefits. The 2009–10 school year showed a 2.1 percent increase in FTE teachers and a 7.0 percent increase in FTE instructional aides. The trend continues that districts rely on instructional aides to provide supplemental instruction to ELLs. Instructional support in the student's primary language is typically provided by instructional aides. Because ELLs require specialized instruction, there is a continued need to provide professional development to both teachers and instructional aides to enable them to provide better access to the curriculum.

Students Served In the 2009–10 school year, a total of 91,469 ELL students were enrolled statewide; an increase of 1,952 from the previous year. The TBIP funded an average of 84,855 ELL students; a 2.2 percent increase from the

previous year (82,925). During the 2009–10 school year, the pattern of uneven distribution of ELLs that existed in previous years continued to exist among school districts. For example, of the school districts serving ELLs in the 2009–10 school year, 28 districts served populations of 1,000 or more ELLs in Grades K–12.

Languages Spoken

A total of 203 different languages were represented in the state Transitional Bilingual Instruction Program in the 2009–10 school year. Spanish was spoken by 67 percent of ELLs; more students than students speaking all other languages combined. Eighteen percent of all ELLs in Washington spoke one of the following seven languages in descending order: Russian, Vietnamese, Somali, Ukrainian, Chinese, Korean, and Tagalog. The number of students speaking Somali, Vietnamese, Chinese and Spanish has increased, while the number speaking Ukrainian, Korean, Russian, and Tagalog declined. In 41 districts, at least 20 different languages were spoken; however, in 59 school districts, Spanish was the dominant language spoken by at least 95 percent of the ELL population.

Length of Participation

The Transitional Bilingual Instruction Program is intended to provide temporary support services until ELLs can develop English language skills that will enable them to fully participate in an all English classroom setting. ELLs may be provided this support in the TBIP until they meet the exit criteria established by the state. Approximately 13 percent of the state’s ELL students transitioned out of the program in 2009–10, with a median time of 2.8 years.

Language Proficiency and Academic Performance

The Washington Language Proficiency Test (WLPT-II), which measures a student’s English language proficiency in reading, writing, listening, and speaking, is annually administered. This assessment is required of all TBIP enrolled students, and the assessment results determine student’s continued eligibility or transition from program services.

ELLs are also required to participate in the state’s academic assessments. Analysis of the Measurements of Student Progress (MSP), the High School Proficiency Exam (HSPE) and WLPT-II data shows that smaller percentages of ELLs meet the state standard than native English speakers, regardless of the grade or subject matter.

There remains a significant achievement gap between ELLs and the percentage of all Washington’s students in terms of the academic performance on the standardized math, science, reading and writing academic assessments. Even ELLs scoring at Level 4 (Transitional) fall behind all students statewide, with lower percentages meeting academic standards of 15 percent in math, 25 percent in science, 17 percent in reading, and 10 percent in writing.

I. INTRODUCTION

BACKGROUND

According to estimates from the U.S. Census Bureau's American Community Surveys, Washington State ranks tenth (10th) in diversity in the United States and is among twelve states with the highest English Language Learners (ELLs) student enrollment. State data reported through the Consolidated State Performance Report (CSPR), estimated that 5,318,164 ELLs were enrolled in public schools (pre-K through Grade 12) for the 2007–08 school year. This number represents approximately 10.7 percent of the total public school student enrollment.

Some ELLs are recent arrivals from foreign countries while others are born and raised in the United States. The level of education, family socioeconomic status, and cultural background may vary greatly among this population. Students coming from the same country may speak different languages or dialects, and differences may exist within groups. Thus, generalizations about any group of students may mask background characteristics that are important to understand when designing appropriate curricular and instructional interventions.

For school year 2009–10, the state's Transitional Bilingual Instruction Program (TBIP) enrollment showed a 2.2 percent increase from the previous school year. A concentration of ELLs continues to be found in the urban areas along the Interstate 5 (I-5) corridor and rural areas such as the Yakima Valley. For a geographical distribution of Washington's ELL population see the map inserts on the next page, Figures 1-1 and 1-2.

When students with little or no previous exposure to the English language enter the public school system, they are most often unable to fully benefit from instruction in English and may experience a high risk of academic failure. Challenges occur for both ELLs and the educational system. Issues related to their academic progress, including meeting higher academic standards, are receiving greater scrutiny. Thus, there is a greater urgency to address the educational needs of ELLs.

To address these challenges, the Legislature requested educational research on effective practices for ELLs. The report published on November 1, 2008, *What Teachers Should Know About Instruction for English Language Learners: A Report to Washington State*, provides educational research findings on effective instructional practices for ELLs. The research identified a series of 14 key principles that teachers of ELLs should know (Figure 1-3). The detailed report can be accessed at <http://www.k12.wa.us/MigrantBilingual/pubdocs/NWREL-Report-ELLInstruction-Nov2008.pdf>

Figure 1-1. Percent ELLs of Total Enrollments by District (School Year 2009–10)

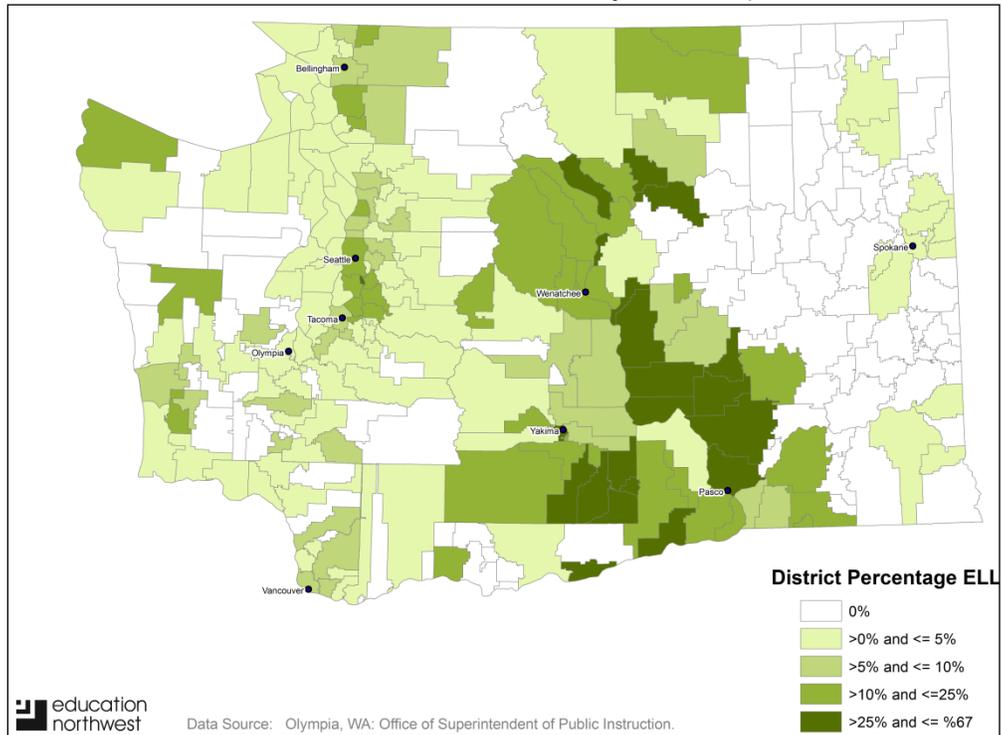


Figure 1-2. Number of ELLs by District (School Year 2009–10)

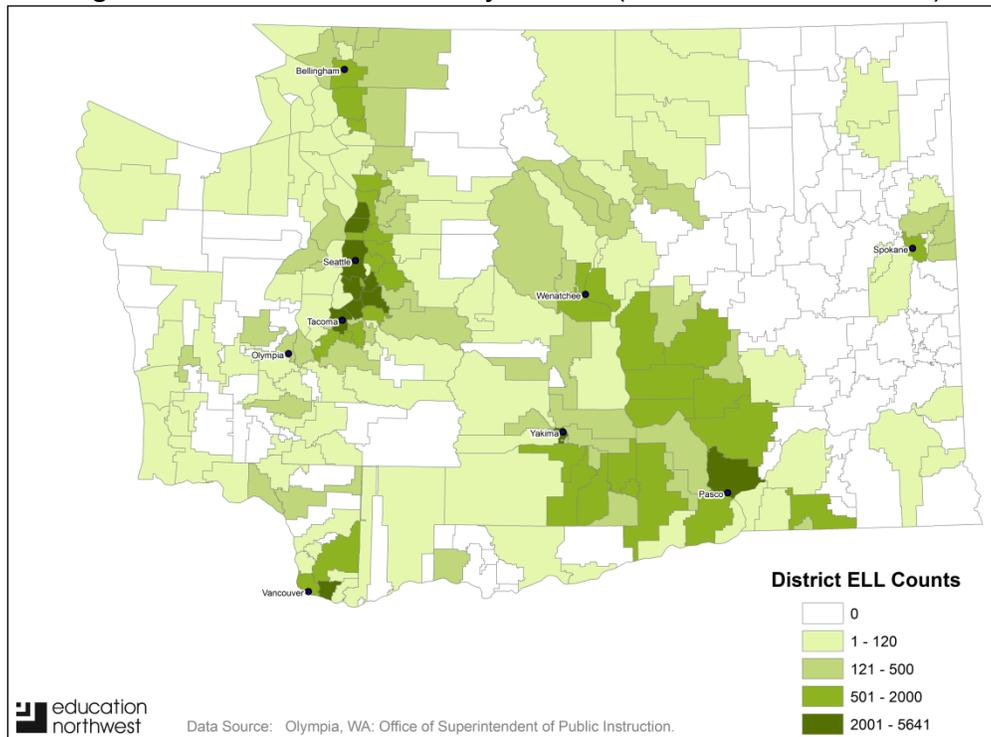


Figure 1-3. Key Principles of English Acquisition

These principles are the “big ideas” or concepts from a review of current research about second language acquisition and the academic challenges ELLs face.

Principle 1: ELLs move through different stages as they acquire English proficiency and, at all stages, need comprehensible input.

Principle 2: There is a difference between conversational and academic language; fluency in everyday conversation is not sufficient to ensure access to academic texts and tasks.

Principle 3: ELLs need instruction that will allow them to meet state content standards.

Principle 4: ELLs have background knowledge and home cultures that sometimes differ from the U.S. mainstream.

Principle 5: Assessments measure language proficiency, as well as actual content knowledge.

Principle 6: The same basic approach to learning to read and write applies to ELLs and non-ELLs, but ELLs need additional instructional supports.

Principle 7: Many literacy skills transfer across languages.

Principle 8: Mathematics has its own language and representational system, and ELLs struggle to understand math concepts in this language.

Principle 9: Mathematic word problems are particularly challenging for ELLs.

Principle 10: The density and complexity of social science textbooks and other texts can be particularly challenging for ELLs.

Principle 11: Some ELLs bring background knowledge that differs from what is assumed in textbooks.

Principle 12: Social studies courses require sophisticated and subject specific uses of language.

Principle 13: Science inquiry poses particular linguistic challenges for ELLs.

Principle 14: The norms and practices of science may or may not align with the cultural norms of ELLs.

Deussen, T., Autio, E., Miller, B., Turnbaugh Lockwood, A., Stewart, V. (2008). *What Teachers Should Know About Instruction for English Language Learners: A Report to Washington State*. Evaluation Program, Northwest Regional Education Laboratory, Portland OR.

WASHINGTON'S PROGRAM FOR ELLs

The state's Transitional Bilingual Instruction Act of 1979, amended in 1984, 1990, and 2001, provides for a Transitional Bilingual Instruction Programs (TBIP) under RCW 28A.180.010 to address additional instructional supports for ELLs. Chapter 392-160-003 WAC authorizes the Superintendent of Public Instruction to promulgate rules for the implementation of a transitional bilingual instruction program. The rules include school board duties, student identification, eligibility testing, district application, board approval, application content and approval, program exit requirements, alternative instructional programs, and students with disabilities.

While the state legislated a transitional bilingual instruction program, relatively few districts provide formal instruction in student's primary language (see section II. Staffing and Instruction). Thus, for the majority of ELLs in the state, their instructional program is more accurately defined as an English-as-a-Second Language (ESL) program.

Federal support for ELLs is provided through the Elementary and Secondary Education Act (ESEA) Title III-Language Instruction for Limited English Proficient and Immigrant Students. The intent of the Title III statute is to ensure that ELLs, including immigrant children and youth attain English proficiency and attain high levels of academic English. It requires the state to develop and enhance its capacity to prepare ELLs to enter English instructional setting and promotes parental and community participation in language educational programs for parents and communities of ELLs.

The TBIP legislation allows for one or more methods of instruction that are consistent with the requirements of state law and stipulates that the language instruction curriculum must be tied to scientific-based research on teaching ELLs.

Title III section 3115 of ESEA requires that funds be used "to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such federal, state, and local public funds."

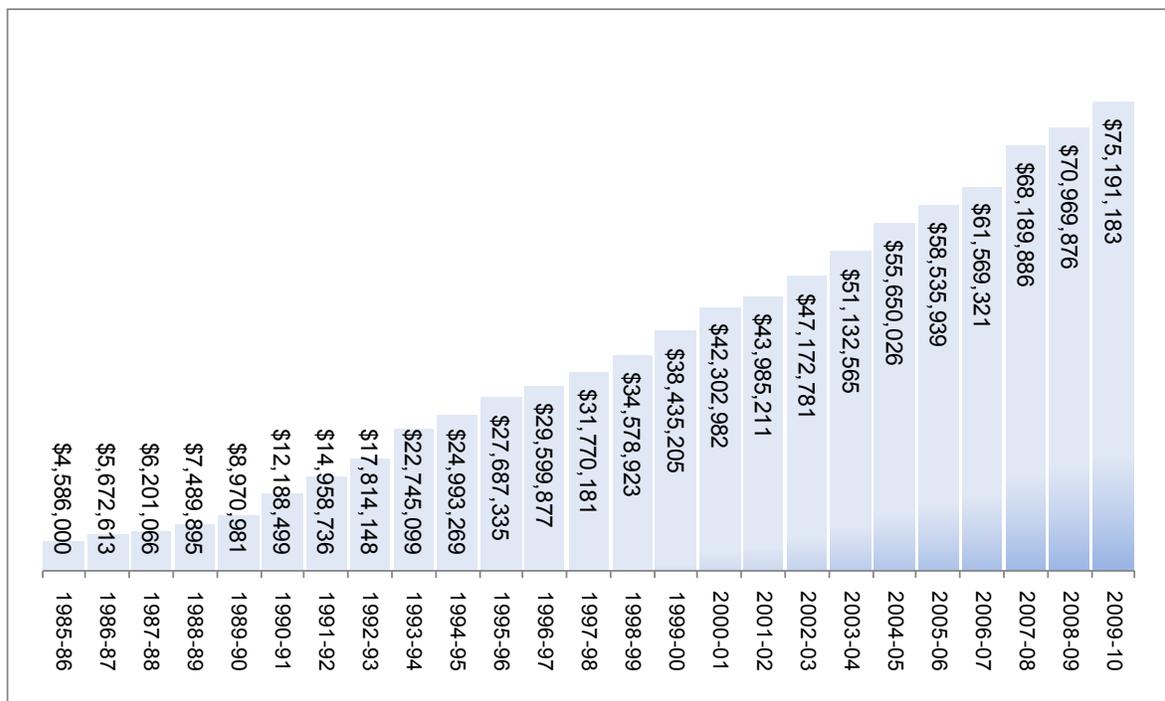
Guidelines in a question and answer format were developed to assist districts with the legal and programmatic requirements of TBIP and Title III, and can be accessed at

<http://www.k12.wa.us/MigrantBilingual/pubdocs/TBIPProgramGuidelines.pdf>.

Program Funding

In addition to basic education funding, districts receive state funds to provide supplemental instructional support to ELLs. Funding to districts is based on an October through May average bilingual headcount. In the 2009–10 school year, the state provided a per pupil allocation of \$886.11 for an average of 84,855 ELLs¹, a 5.9 percent increase from the previous year. In the 2009–10 school year, total bilingual expenditures were \$88.4 million, of which \$75.2 million were from state resources. The total in state and local funding represents a 0.4 percent decrease. Figure 1-3 shows the growth of state funding for the program over the last 25 years. The figure does not adjust the funding amounts for inflation and does not include district indirect costs for operating the program.

Figure 1-3: Growth in State Funding for the TBIP by School Year



Current year source: Report 1191SN OSPI Apportionment for Aug 31, 2010

The state is not the only source of revenue for the program. Districts may choose to supplement their state and federal program support with local levy funds. In the 2009–10 school year, districts reported contributing approximately \$13.2 million to provide instructional services to ELLs beyond state TBIP funding. However, accurate data that reflects actual district and levy funds used to support local programs for ELLs is not available because these amounts are coded to programs other than program 65 (the designation for TBIP).

¹ This was the *average* number of students enrolled in the program on each of eight monthly count dates,

Program Eligibility

Program funding is intended for those students with the greatest need. Therefore, not all students who have a primary language other than English qualify for program services. Eligible students must have a primary language other than English *and* their English language skills must be sufficiently deficient or absent to impair learning in an all-English classroom setting. The program serves eligible students in Grades K–12.

A two-phase process is used to identify potential English language learners:

- a) The district must first identify students with a primary language other than English, and
- b) The student must be assessed to determine his/her level of English proficiency.

Students are eligible if they score at the limited English proficiency level on the Washington Language Proficiency Test-II (WLPT-II) *placement* test administered by the district. To continue receiving program services, ELLs are annually assessed on the WLPT-II *annual* test, which measures their English language proficiency level in listening, speaking, reading, and writing. Eligibility ends when a student scores at the Transitional Level (Level 4) on the WLPT-II.

OBJECTIVES, SCOPE, AND METHODOLOGY

The Legislature requires the Office of Superintendent of Public Instruction (OSPI) to annually review the TBIP and submit the results. This report provides information on the program for the 2009–10 school year and also includes historical program information. Specifically, this report provides information on the following areas:

- Staffing and instruction.
- ELL enrollment patterns and pattern changes over time.
- Languages spoken by students in the program.
- Length of participation (time) in program services.
- ELLs' academic and linguistic performance.

Data for the report was obtained from districts with an approved program for ELLs in the 2009–10 school year and submitted electronically to the Migrant Student Data and Recruitment (MSDR) office. Assessment data was provided by OSPI's assessment department. Historical data reported in previous years was also used. The report provides data aggregated at the state and district levels.

The state continues to improve the data collection system to ensure that the most accurate numbers are captured. This is a transitional year for OSPI data collection. It is anticipated that OSPI will revise the data collection procedures for the TBIP for next school year by having the districts enter student enrollment data only into the Comprehensive Education Data and Research System (CEDARS), thus avoiding the necessity of dual data entry into both systems. CEDARS is a longitudinal data warehouse of educational data, including data on courses, students, and teachers.

II. STAFFING AND INSTRUCTION

Nearly all expenditures used to educate ELLs were for staff salaries. Although research has found that students perform better when provided more intensive instruction in their primary language, few students (11 percent) received primary language instruction. Many districts have ELL populations representing multiple languages, in sixteen districts more than 50 languages. In addition, there is also a critical shortage of certificated or endorsed bilingual teachers who can provide content level instruction in a language other than English. This continues to be the case even though the ELL student population has grown for over 30 years and Spanish-speaking students represent more than 67 percent of the ELL population. Statewide, over half the teachers in the TBIP have an ESL or bilingual endorsement. However, many of the ESL-endorsed teachers speak only English.

PROGRAM EXPENDITURES

Nearly all of the Transitional Bilingual Instruction Program (TBIP) funding for educating ELLs was used for instruction-related activities. Fifteen percent of the total program expenditures reported was funded by funds other than state resources. Figure 2-1 shows the amounts and proportions spent on various categories in the 2009–10 school year.

Figure 2-1: Program Expenditures (School Year 2009–10)

Type of Program Expenditures	Total Expenditures	Percent of Total
Salaries-certificated staff	\$37,746,499	42.7%
Salaries-classified staff	\$24,451,738	27.7%
Benefits	\$23,465,056	26.6%
Instructional Supplies	\$1,560,950	1.8%
Other	\$1,128,554	1.3%
Total	\$88,352,797	100.0%

These data are collected from the F-196 Annual Financial Statements, program 65.

STAFFING ISSUES

ELLs require highly qualified teachers knowledgeable and skilled in first/second language acquisition theory, ESL, and sheltered instruction methodologies. This knowledge base provides teachers with the instructional skills to assist ELLs to develop the academic knowledge and English language proficiency needed to meet state standards. However, one significant obstacle facing the education of ELLs is the shortage of properly trained teachers to provide effective instruction. Many districts report difficulties recruiting teachers qualified to teach students with limited English proficiency. Providing training to teachers of ELL students also appears to be an important issue. The National Center for Education Statistics reported in 2002 that while 41 percent of teachers in the United States teach ELLs, less than 13 percent have received any training or professional development.²

In the current education reform movement that aims to have *all* students meet high academic standards, schools are challenged to find and train teachers to meet the academic and linguistic needs of the growing number of ELLs. The federal Elementary and Secondary Education Act (also known as the No Child Left Behind Act of 2001) requires teachers of ELLs to be “highly qualified” if they teach core academic subjects. To address this challenge, many districts are combining state TBIP and federal Title III funding.

Qualifications and Training of Program Staff

Of the 964 TBIP funded Washington teachers (529 FTE) who provided instruction to ELLs in the 2009–10 school year, 41 percent had an ESL endorsement, 9 percent had a bilingual endorsement, and 8 percent had both a bilingual and an ESL endorsement. Seventy-nine percent of the 192 districts with a TBIP provided ESL and bilingual education in-service training to teachers and instructional aides. Many teachers and instructional aides who teach ELLs are not funded by the TBIP and data are not collected on the qualifications of these staff.

TBIP and Title III require districts to provide research-based, on-going professional development to build capacity to instruct ELLs. The state is required to report on specific types of professional development provided by districts and the number of participants in these trainings. The tables below reflect the number of staff trained and the content of those trainings (Figures 2-2 and 2-3).

² Beth Antunez, “The Preparation and Professional Development of Teachers of English Language Learners,” ERIC Clearinghouse on Teaching and Teacher Education, September 2002, p. 2.

Figure 2-2: Professional Development Participants (School Year 2009–10)

Professional Development Audience	Number of Districts	Number of Participants
Classroom Teachers	135	21,560
ELL/Bilingual Teachers	109	6,398
Principals	80	1,045
Other Administrators	78	789
Non-Administrative Staff	81	1,438
Para-professionals	108	4,954
Community	18	178
Parents	24	431
Total	151	36,793

Figure 2-3: Professional Development Activities (School Year 2009–10)

	Instructional strategies for ELL students	Understanding and implementing ELL assessments	Understanding and implementing ELD and academic content standards	Alignment of the curriculum to ELD standards	Subject matter understanding for (Bilingual/ELL) teachers	Other *
Number of Districts	142	58	19	45	33	19
Classroom Teachers	14,557	517	3,376	1,225	1,302	540
ELL/Bilingual Teachers	3,099	1,329	466	723	552	212
Principals	519	184	121	113	51	57
Para-professionals	2,904	642	549	430	288	106
Other Administrators	361	64	112	93	113	46
Non-Administrative Staff	723	302	130	95	119	69
Community	90	26	0	15	34	13
Parents	262	54	0	61	11	43

*Other category includes multicultural education, parent involvement, ELLs with disabilities, dual language training and Spanish to facilitate communication with parents.

Types of Staff

In the 2009–10 school year, 2,642 staff provided instruction in the TBIP. Those providing instructional services to ELLs included 1,678 instructional aides and 964 teachers. As reflected in the tables below (Figure 2-4 and 2-5), districts continued to rely on instructional aides to provide instruction to ELLs. The number of staff involved in the program who were charged to the TBIP budget (code 65) increased by more than 6.7 percent from the previous year.

Of the full-time equivalent (FTE) staff reported on the Apportionment Personnel Summary Report S275, instructional aides represented about 52 percent of the total FTEs in the 2009–10 school year, an increase of 1 percent from the previous year. Figures 2-4 and 2-5 provide more information on the FTE staffing trends.

Figure 2-4: ELL Student/Program Staff Ratios by School Year

Staff & Student Ratios	2008–09			2009–10		
	Teachers	Aides	All	Teachers	Aides	All
Total Staff	873	1,602	2,475	964	1,678	2,642
Staff FTE	519	545	1,064	529	583	1,113
Student/staff ratio <i>Based on total students served and total staff</i>	103	56	36	95	55	35
Student/staff ratio <i>Based on average number and total staff</i>	95	52	34	88	51	32
Student/staff ratio <i>Based on average number of students funded and FTE staff</i>	160	152	78	160	145	76

These data are collected from Final School District Personnel Summary Report S275, Table 11, Program 65 (TBIP), duty routes 31, 32, 33, and 91. Staff data includes staff funded by TBIP and other funding sources. Student counts from Report 1251H Summary of Head-count Enrollment as Reported on P223. FTEs reflect rounding and may not sum to total.

Program Support Student/Staff Ratios

The TBIP provided additional instructional support to ELLs basic education program. Student/staff ratios can be measured in different ways: by using the total number of students and staff in the program, by the average number of students served per month, and by the total number of FTE staff. The ratios are slightly smaller when calculated in terms of the average number of students served and much larger when measured in terms of FTE staff.

Figure 2-4 shows various ratios for the 2009–10 school year. When more instructional aides are involved in the program, the ELL student per aide ratio is lower than the ratio of ELL students per teacher. As reflected in Figure 2-5 below, instructional aides continue to provide a significant percentage of the instructional support to ELLs. Therefore, effective supervision of instructional aides and coordination of program services are essential to student outcomes.

Figure 2-5: Five-Year Staffing Trends (in FTEs) by School Year

Type of Staff (FTE)	2005–06	2006–07	2007–08	2008–09	2009–10
Teachers	535	521	495	519	529
Percent of Total FTEs	49%	49%	48%	49%	48%
Instructional Aides	555	538	545	545	583
Percent of Total FTEs	51%	51%	52%	51%	52%
<i>Total FTEs (teachers + aides)</i>	1,089	1,059	1,040	1,064	1,113

These data are collected from Apportionment Personnel Summary Report S275, Table 11, Program 65 (TBIP), duty routes 31, 32, 33, and 91. FTEs reflect rounding and may not sum to total.

INSTRUCTIONAL MODELS AND INSTRUCTIONAL STRATEGIES

Nationwide, a variety of instructional models and approaches has been implemented with the goal of effectively instructing the growing ELL student population. These range from providing no instruction in the student's primary language to providing instruction in both English and the student's primary language.³ Descriptions of six instructional models below include statements of instructional focus for each.

Program Models

- Dual language programs, also referred to as two-way bilingual education and two-way immersion, provide integrated language and academic instruction for native English speakers and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (Christian, 1994).
- Developmental bilingual education (DBE), also referred to as late-exit bilingual education (Ramirez, 1992), is an enrichment program that educates English language learners using both English and their first language for academic instruction. DBE programs aim to promote high levels of academic achievement in all curricular areas and full academic language proficiency in the students' first and second languages.
- Transitional bilingual education (TBE), also known as early-exit bilingual education (Ramirez, 1992), is the most common form of bilingual education for English language learners in the United States. TBE provides academic instruction in English language learners' primary language as they learn English.
- Sheltered instruction (SI), also known as content-based ESL, is an approach used widely for teaching language and content to English language learners, particularly as schools prepare students to achieve high academic standards. In SI, academic subjects (e.g., science, social studies) are taught using English as the medium of instruction. SI is most often used in classes comprised solely of English language learners, although it may be used in classes with both native English speakers and English language learners when necessitated by scheduling considerations or by small numbers of English language learners. (In Washington State, this approach is most often associated with middle and high school ESL classes. ELLs at the elementary level, who receive push-in support from TBIP staff or limited pull-out in the context of a basic education grade-level classroom, would also fall under this model.)

³ Wayne P. Thomas and Virginia P. Collier, *A National Study of School Effectiveness for Language Minority Student's Long-Term Academic Achievement Final Report: Project 1.1*, Center for Research on Education, Diversity and Excellence, University of California-Santa Cruz, CA, 2002.

- Newcomer Program—The goals of newcomer programs are to help students acquire beginning English language skills along with core academic skills and knowledge, and to acculturate to the United States school system. Some programs have additional goals, such as developing students' primary language skills and preparing students for their new communities.
- Parent Waiver—Students who are eligible for TBIP services, but whose parents have formally requested their child not participate. Although this is not a model of instruction, these ELLs are captured under this category because these students are required to be tested on the annual WLPT-II.

Figure 2-6: Enrollments by Type of Program by School Year

ProgramModel	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
Dual Language	1,077	2,149	2,909	2,388	3,243	3,445
Developmental Bilingual-Late Exit	3,327	4,050	4,277	3,918	3,818	2,460
Transitional Bilingual-Early Exit	2,521	3,511	4,081	3,367	3,836	3,666
Sheltered Instruction	76,182	76,042	72,682	78,236	78,527	81,711
Newcomer Program			3	15	1,018	963
Parent Waiver	2	10	19	688	804	1,123
Total	83,109	85,762	83,971	88,612	91,246	93,368

Includes students served in more than one program model. Pre-SY2008–09 combines sheltered instruction and pull-out strategies.

Instructional Strategies

With an increased emphasis on building the capacity of all teachers to meet the needs of English language learners, many districts have identified instructional strategies for all teachers that enhance the quality of instruction in basic education classrooms with diverse learners.

- Guided Language Acquisition Design (GLAD)—Project GLAD training provides research-based theory and practical, effective strategies for the development of academic language, literacy, academic achievement and cross-cultural skills of ELLs. Districts throughout Washington State have supported cohorts of teachers to complete GLAD training as well as investing in key trainers at the district level to offer ongoing GLAD training and support.
- Sheltered Instruction Observation Protocol (SIOP)—The Sheltered Instruction Observation Protocol is a valid and reliable, research-based observation instrument as well as a guide for planning instruction that focuses on the academic and linguistic needs of ELLs. The model is built on the premise that teachers possessing these skills will be prepared to provide English language learners with a better learning environment. Critical features of high quality instruction for English language learners are embedded within the SIOP model.

- Cognitive Academic Language Learning Approach (CALLA)—CALLA is a research-based instructional program that fosters the school achievement of students who are learning through the medium of a second language. This professional development program focuses on science and math.

The professional development programs described above are specifically designed to provide teachers with the instructional strategies most effective in educating ELLs.

These programs are among the most commonly used in Washington State to provide English language development strategies to TBIP and mainstream staff.

Effectiveness of Strategies

Research on the effectiveness of different instructional approaches has demonstrated that the more instruction is provided in the student's primary language, the better the student's overall academic performance over time.⁴ Experts believe that developing proficiency in one language promotes the development of proficiency in a second language. Results from the analysis of student-level data that OSPI reported in 2000 were consistent with this conclusion.⁵ These findings indicate that more academic instruction needs to be given in the student's primary language rather than simply relying on English language instruction. There are indications that the shift to provide more academic instruction in the student's native language is occurring in our state.

To improve the effectiveness of the TBIP, OSPI has in place: (1) standards and benchmarks for English language learners in reading, writing, listening, and speaking, (2) a statewide English language proficiency assessment for placement and annual testing (see section VI), and (3) a system to track ELLs' academic progress through the use of a secure student identifier. OSPI also updates the definitions of instructional program models to conform to national definitions used in research. The uniformity in definitions provides districts with more guidance to improve instructional program implementation.

⁴ See: Magda Costantino, *Reading and Second Language Learners—Research Report*, OSPI, April 1999; and Wayne Thomas and Virginia Collier, *School Effectiveness for Language Minority Students*, National Clearinghouse for Bilingual Education, The George Washington University, Washington, DC, December 1997. The effects of different instructional approaches may not be seen in the short-term since language acquisition in an academic context is a long-term process.

⁵ The average length of time ELL students spent in the program was less when they were receiving more intensive instruction in their primary language along with instruction in English. See Helen Malagon and Pete Bylsma, *Educating Limited-English-Proficient Students in Washington State*, OSPI, December 2000, pg. 16.

III. STUDENTS SERVED

The number and percentage of ELL students in Washington showed a 2.2 percent increase in ELL enrollment in school year 2009–10, while all state enrollments declined slightly (-0.4 percent). As with previous years, ELLs are unevenly distributed across the state. Some districts served either a larger number or a higher percentage of ELLs than in the previous year, while other districts served fewer or no ELLs. Approximately 55 percent of all ELL students in the TBIP were enrolled in Grades K–3. Of the 28 districts reporting more than 1,000 ELL students, 71 percent reported an increase in ELL enrollment.

TOTAL ELL STUDENT TBIP ENROLLMENT

In the 2009–10 school year, the program served 91,469 distinct count of students (94,487 duplicate count). This number represents 1,952 (2.2 percent) more students than served in 2008–09. For school year 2009–10, the eight-month average number of ELLs funded for TBIP was 84,855. Student numbers in this report will reflect the following:

- **Distinct Count:** Students counted only once regardless of multiple enrollments.
- **Duplicate Count:** Students counted once for each enrollment in one or more districts throughout the year.
- **ELLs Funded:** Number of students counted for funding on the P-223 district report, which excludes parent waivers.
- **Head Count:** Number of students enrolled on October 1st.

In the 2009–10 school year, ELLs served in the TBIP comprised 8.3 percent of the total statewide student population on October 1st, which is an increase of 0.3 percent from the previous year. The number of ELL enrollments in the state increased by 15 percent since 2004–05 (see Figure 3-1).

Figure 3-1: ELLs as a Percentage of Total Students by School Year

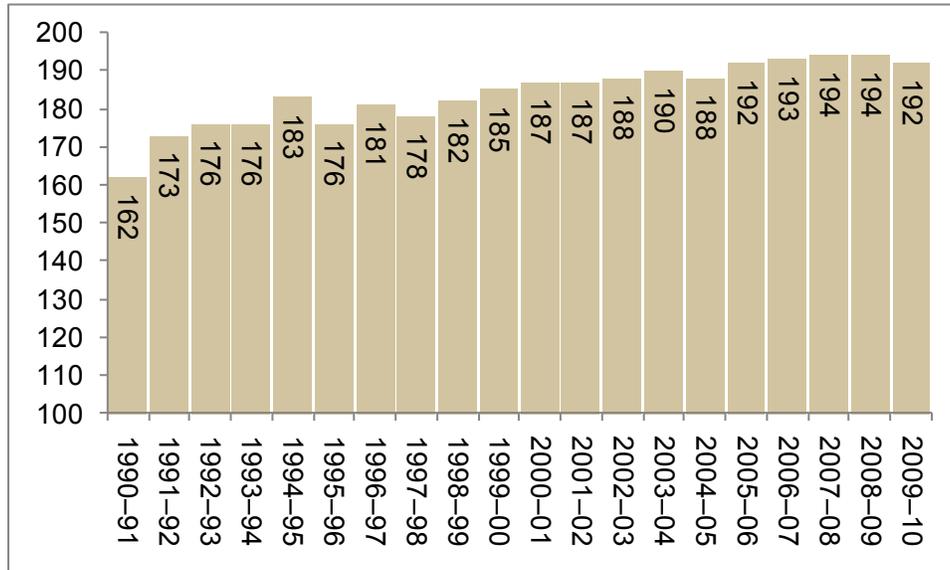
Year	State Total Oct. 1 Head Count	ELL Oct. 1 Head Counts	Percent ELL	Distinct ELL Enrollments
2004–05	1,009,563	73,791	7.3%	82,802
2005–06	1,020,081	76,138	7.5%	85,268
2006–07	1,019,295	74,509	7.3%	83,348
2007–08	1,021,834	79,831	7.8%	87,339
2008–09	1,027,625	82,207	8.0%	89,517
2009–10	1,024,721	84,971	8.3%	91,469

Waived students are excluded.

DISTRIBUTION OF ELL STUDENTS

ELL students are not evenly distributed across the state (see Figures 1-1 and 1-2, on page 4). Of Washington's 295 districts, 192 had ELL enrollments in the 2009–10 school year; and this represents 65 percent of the state's districts. The number of districts reporting ELL enrollments has remained about the same for the past few years (see Figure 3-2).

Figure 3-2: Number of Districts with a TBIP for ELLs by School Year



Analyses of the 192 district reports show the following numbers:

- Twenty-one districts report that ELLs represent at least 25 percent of their total district enrollment.
- Twenty-eight districts enrolled more than 1,000 ELLs and served 69 percent of all ELLs enrolled in the TBIP.
- Of those districts with more than 1,000 ELL students:
 - One district (Spokane) experienced an increase of more than 10 percent.
 - Eight districts (Clover Park, Highline, Othello, Renton, Northshore, Evergreen, Auburn, and Mukilteo) reported a decline in enrollment, ranging from less than 1 percent to nearly 8 percent.
- Seven districts received funding for less than ten students and 52 districts for less than 50 students, while 45 districts had 500 or more ELL students.

Figure 3-3 shows the districts with the highest percentage of ELLs served this school year. Twenty-one districts had ELL populations representing at least 25 percent of their total district headcounts. Wahluke, Palisades, and Orondo reported more than 50 percent of their October 1st student counts were ELLs.

**Figure 3-3: Districts with at Least 25 Percent ELL Enrollment
(School Year 2009–10)**

District	Total Enrollment	TBIP Enrollment	% TBIP
Wahluke School District	1,872	1,244	66%
Palisades School District	20	13	65%
Orondo School District	193	100	52%
Bridgeport School District	765	327	43%
Brewster School District	950	383	40%
Royal School District	1,521	601	40%
Mabton School District	958	367	38%
Roosevelt School District	35	13	37%
Granger School District	1,529	564	37%
Othello School District	3,690	1,315	36%
Paterson School District	102	36	35%
Quincy School District	2,598	901	35%
North Franklin School District	2,022	696	34%
Pasco School District	14,570	5,005	34%
Tukwila School District	2,935	1,003	34%
Toppenish School District	3,563	1,202	34%
Manson School District	607	204	34%
Warden School District	965	299	31%
Grandview School District	3,564	1,065	30%
Sunnyside School District	6,083	1,703	28%
Yakima School District	14,834	3,942	27%

Student counts on October 1, 2009

Appendix C contains enrollment data by district for all districts with TBIP students.

Twenty-eight districts enrolled more than 1,000 ELLs during the 2009–10 school year and these districts collectively served 69 percent of all ELLs enrolled in the TBIP statewide. Of these districts with more than 1,000 ELL students, 71 percent showed gains in enrollment that ranged up to nearly 16 percent (Figure 3-4).

Figure 3-4: Districts with 1,000 or More ELLs Enrolled by School Year

	2008-09	2009-10	Percent Change
Statewide	92,595	94,487	2.0%
Spokane School District	1,145	1,326	15.8%
Kennewick School District	1,832	1,988	8.5%
Federal Way School District	2,981	3,234	8.5%
Sunnyside School District	1,711	1,852	8.2%
Grandview School District	1,085	1,170	7.8%
Tacoma School District	2,214	2,352	6.2%
Edmonds School District	1,954	2,052	5.0%
Tukwila School District	1,145	1,194	4.3%
Seattle PS School District	5,793	6,010	3.7%
Bellevue School District	1,837	1,901	3.5%
Wenatchee School District	1,605	1,651	2.9%
Toppenish School District	1,303	1,338	2.7%
Mount Vernon School District	1,559	1,600	2.6%
Vancouver School District	2,071	2,116	2.2%
Lake Washington School District	1,407	1,432	1.8%
Everett School District	1,984	2,019	1.8%
Kent School District	4,395	4,460	1.5%
Pasco School District	5,340	5,416	1.4%
Wahluke School District	1,291	1,304	1.0%
Yakima School District	4,239	4,271	0.8%
Clover Park School District	1,301	1,299	-0.2%
Highline School District	3,895	3,860	-0.9%
Othello School District	1,421	1,408	-0.9%
Renton School District	2,350	2,317	-1.4%
Northshore School District	1,037	1,014	-2.2%
Evergreen (Clark) School District	2,284	2,227	-2.5%
Auburn School District	1,825	1,771	-3.0%
Mukilteo School District	2,566	2,365	-7.8%

Count is distinct students per district. Students transferring between districts are counted in each district (duplicate count). Waived students are excluded.

GRADE LEVELS OF STUDENTS SERVED

Most ELLs served by the TBIP were enrolled in K–3 and accounted for 54.9 percent of the ELL enrollment in the 2009–10 school year. Beginning at Grade 3, the number of ELL student enrollment gradually declines (Figure 3-5). At Grade 9, there is a slight increase, however, the numbers of ELLs continue to decline in Grades 10, 11, and 12.

Figure 3-5 Total ELL Enrollment by Grade (School Year 2009–10)

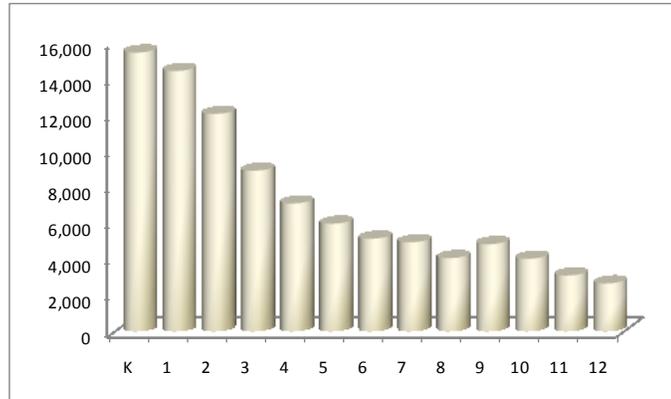


Figure 3-6 presents the number of total and new ELL students served by grade level of the duplicated ELL student count, which includes student enrollments within or across multiple districts. The student count reflects the transitory nature of ELL families as new students represent nearly 26 percent of ELLs overall, or more than 10 percent throughout most of the grade levels.

Figure 3-6 Total ELLs and New to Program Enrollment by Grade (School Year 2009–10)

Grade	Total ELL Students	% of ELL Students	New ELL Students	% of New	% New by Grade
K	15,433	16.7%	15,099	63.5%	97.8%
1	14,414	15.6%	1,505	6.3%	10.4%
2	12,034	13.0%	1,002	4.2%	8.3%
3	8,885	9.6%	846	3.6%	9.5%
4	7,071	7.7%	730	3.1%	10.3%
5	5,949	6.4%	639	2.7%	10.7%
6	5,118	5.5%	530	2.2%	10.4%
7	4,922	5.3%	616	2.6%	12.5%
8	4,042	4.4%	545	2.3%	13.5%
9	4,816	5.2%	1,076	4.5%	22.3%
10	4,004	4.3%	544	2.3%	13.6%
11	3,081	3.3%	443	1.9%	14.4%
12	2,641	2.9%	199	0.8%	7.5%
Total	92,410	100%	23,774	100%	25.7%

Waived students are included.

ELLs in kindergarten comprised most (63.5 percent) of the new ELLs. Enrollment of new ELLs in subsequent grade levels declined through Grade 9, where there was a spike in both total and new ELL enrollments.

IV. LANGUAGES SPOKEN

Students served by the TBIP program spoke a total of 203 languages. About 67 percent spoke Spanish and another 17 percent spoke Korean, Russian, Somali, Tagalog, Ukrainian, and Vietnamese. Sixteen districts had 50 or more languages spoken by ELLs, while many districts only served ELLs whose primary language is Spanish.

NUMBER OF LANGUAGES AMONG DISTRICTS

In 2002–03, Washington State began collecting student level data on ELLs reported to the Bilingual Database housed at the Migrant Student Data and Recruitment Office in Sunnyside, Washington. The issuing of student identification numbers provided a vehicle to assist in better data collection.

A total of 203 primary, non-English languages were represented among the students served by the TBIP in the 2009–10 school year.⁶ For the last 22 years, students speaking Spanish have accounted for the largest number of ELLs, more than all other ELL languages combined. In the 2009–10 school year, Spanish was the primary language spoken by 67 percent of all ELLs. This percentage fluctuates about 1 percent per year.

Figure 4.1 provides information on the number of students speaking the top 25 most common languages represented in the program. Appendix A lists the number of students in the TBIP with an identified non-English primary language.

During the 2009–10 school year, there were 94 languages that were spoken by fewer than 10 students each, while only eight languages were spoken by 1,000 or more students.

Figure 4-1: Top 25 Number of Language Groups (School Year 2009–10)

Language	Students
Spanish	61,558
Russian	4,150
Vietnamese	3,592
Somali	2,260
Ukrainian	2,197
Chinese*	1,773
Korean	1,603
Tagalog	1,237
Arabic	971
Punjabi	902
Cambodian	788
Marshallese	607
Samoan	596
Amharic	546
Japanese	480
Romanian	398
French	392
Nepali	345
Mixteco	316
Lao	306
Hindi	301
Tigrinya	274
Swahili	262
Burmese	227
Turkish	224

* includes Cantonese, Mandarin, Taiwanese, Fukienese and unspecified Chinese

⁶ Some districts could not fully identify the languages spoken by their ELL students, so there may be more than 203 languages spoken by ELL students statewide.

NUMBER OF STUDENTS SPEAKING VARIOUS LANGUAGES

In the school year 2009–10, approximately 18 percent of all Washington ELLs spoke Chinese, Korean, Russian, Somali, Tagalog, Ukrainian, or Vietnamese (Figure 4-2). According to data reported, there was a decline in the number of students reported in four of these seven major language groups. Among languages with more than 100 students, the largest increase between 2008–09 and 2009–10 was in the number of students speaking Nepali and the largest decrease was the number of students speaking Hmong.

Figure 4-2: One-Year Change in Enrollment by Major Language Group

Language	2008–09	2009–10	% Change	Language	2008–09	2009–10	% Change
Total ELLs	89,523	91,469	2.2%	Total ELLs	89,523	91,469	2.2%
Spanish	60,111	61,558	2.4%	Hindi	299	301	0.7%
Russian	4,292	4,150	-3.3%	Tigrinya	254	274	7.9%
Vietnamese	3,483	3,592	3.1%	Swahili	224	262	17.0%
Somali	2,061	2,260	9.7%	Burmese	170	227	33.5%
Ukrainian	2,404	2,197	-8.6%	Turkish	223	224	0.4%
Chinese*	1,756	1,773	1.0%	Farsi	204	215	5.4%
Korean	1,724	1,603	-7.0%	Urdu	169	210	24.3%
Tagalog	1,268	1,237	-2.4%	Thai	201	199	-1.0%
Arabic	794	971	22.3%	Oromo	182	182	0.0%
Punjabi	930	902	-3.0%	Hmong	200	173	-13.5%
Cambodian	845	788	-6.7%	Karen	126	173	37.3%
Marshallese	471	607	28.9%	Ilokano	169	169	0.0%
Samoan	619	596	-3.7%	Toishanese	140	157	12.1%
Amharic	454	546	20.3%	Bosnian	162	155	-4.3%
Japanese	514	480	-6.6%	Moldavian	150	144	-4.0%
Rumanian	374	398	6.4%	German	152	141	-7.2%
French	430	392	-8.8%	Chuuk	99	140	41.4%
Nepali	158	345	118.4%	Pilipino	141	139	-1.4%
Mixteco	336	316	-6.0%	Telugu	130	116	-10.8%
Lao	314	306	-2.5%	Portugese	122	112	-8.2%

Includes Cantonese, Mandarin, Taiwanese, Fukienese and unspecified Chinese.

Total excludes parent waivers.

Appendix B provides more information on the number of primary languages in the districts and the number of students for each of the languages.

Some districts provided instruction to ELLs from many different language backgrounds. In the 2009–10 school year, 41 districts served students from 20 or more language groups (Figure 4-3). Most of these districts are located in western Washington along the Interstate 5/Interstate 405 corridor.

Figure 4-3: Districts with 20 or More Languages (School Year 2009–10)

District	Students	Languages	District	Students	Languages
Kent	4,465	100	Battle Ground	724	36
Highline	3,864	90	Marysville	830	34
Seattle	6,011	87	North Thurston	485	34
Federal Way	3,235	81	Bellingham	624	33
Edmonds	2,053	81	Kennewick	1,996	29
Bellevue	1,904	76	Bethel	319	28
Lake Washington	1,433	70	Central Kitsap	252	28
Renton	2,318	68	Snoqualmie Valley	117	28
Everett	2,022	66	Franklin Pierce	639	27
Mukilteo	2,366	62	Richland	290	27
Evergreen (Clark)	2,231	62	Olympia	183	27
Tukwila	1,195	60	Tahoma	130	26
Northshore	1,015	60	Pasco	5,437	25
Spokane	1,327	53	Snohomish	281	24
Shoreline	632	53	Fife	381	22
Issaquah	689	50	Lake Stevens	269	22
Vancouver	2,119	49	Central Valley	261	22
Tacoma	2,355	45	Longview	353	21
Auburn	1,772	40	Mead	168	20
Clover Park	1,302	39	South Kitsap	98	20
Puyallup	654	39			

In contrast, all or nearly all ELLs in other districts spoke Spanish. In 59 districts, 95 percent or more of the enrolled ELLs identified Spanish as their primary language (Figure 4-4). Thirty-one districts served ELLs from one primary non-English language group.

Figure 4-4: At Least 95 Percent Spanish Speaking ELLs (School Year 2009–10)

District	Spanish Speaking	Total ELL Students	Percent Spanish
Aberdeen	258	268	96%
Brewster	405	405	100%
Bridgeport	363	365	99%
Cascade	173	175	99%
Cashmere	222	226	98%
College Place	180	182	99%
Columbia (Walla)	80	81	99%
Conway	24	25	96%
East Valley (Yakima)	237	242	98%
Eastmont	894	908	98%
Elma	87	91	96%
Entiat	45	45	100%
Enumclaw	159	166	96%
Goldendale	39	40	98%
Grandview	1,170	1,170	100%
Granger	624	624	100%
Highland	263	263	100%
Hoquiam	53	53	100%
Kiona-Benton	239	242	99%
Kittitas	39	39	100%
Lake Chelan	375	376	100%
Lake Quinault	35	36	97%
Mabton	397	397	100%
Manson	214	214	100%
Montesano	23	24	96%
Mossyrock	41	43	95%
Mount Adams	129	129	100%
Naches Valley	73	74	99%
North Franklin	736	745	99%
Okanogan	100	100	100%

District	Spanish Speaking	Total ELL Students	Percent Spanish
Omak	88	90	98%
Onalaska	23	23	100%
Orondo	110	110	100%
Oroville	89	91	98%
Pasco	5,201	5,445	96%
Pateros	34	35	97%
Paterson	38	38	100%
Prescott	64	64	100%
Prosser	602	618	97%
Quincy	962	964	100%
Royal	674	677	100%
San Juan	42	42	100%
Selah	226	228	99%
Shelton	298	308	97%
Sunnyside	1,844	1,854	99%
Toledo	22	22	100%
Tonasket	136	137	99%
Toppenish	1,329	1,338	99%
Touchet	20	20	100%
Union Gap	166	166	100%
Wahluke	1,303	1,304	100%
Walla Walla	803	830	97%
Wapato	844	856	99%
Warden	347	349	99%
Wenatchee	1,619	1,651	98%
White Salmon	198	201	99%
Woodland	113	119	95%
Yakima	4,246	4,272	99%
Zillah	172	172	100%

The percent of ELL students whose primary language is Spanish appears to have stabilized at about two-thirds of all ELL students (Figure 4-5).

Figure 4-5: Spanish-Speaking ELL Students by School Year (distinct count)

School Year	Total ELL Count	Total Spanish Language	Percent of Spanish ELL
2003–04	74,937	48,761	65.1%
2004–05	82,804	54,121	65.4%
2005–06	85,277	56,373	66.1%
2006–07	83,367	55,900	67.1%
2007–08	87,985	59,104	67.2%
2008–09	90,260	60,344	66.9%
2009–10	92,409	61,922	67.0%

Includes parent waivers.

V. LENGTH OF PROGRAM PARTICIPATION

The purpose of the TBIP is to provide temporary English language development services until ELLs develop adequate academic English language skills. As discussed in Section 1, students are eligible to enter the TBIP if they score at the limited English proficiency level 1, 2, or 3 on the WLPT-II placement test. ELLs are assessed annually on the Washington Language Proficiency Test-II to determine continued eligibility in the TBIP. Eligibility ends when a student scores at the Transitional Level (Level 4).

STATUS OF STUDENTS SERVED

English language learners may leave the program primarily in two ways: They can either be transitioned out of the program by meeting the exit performance criteria or graduate from high school. A parent or legal guardian may waive TBIP services for his/her child; however, federal law requires that waived students participate in the annual WLPT-II assessment. Therefore, waived students remain eligible for TBIP services until they meet the exit criteria established by the state.

Figure 5-1 provides information about the number of ELLs exiting and the reasons for exiting the program during the last five years. Approximately 15 percent of the ELLs served in the 2009–10 school year left the TBIP. About 13 percent (11,609) either transitioned out of the program or graduated prior to meeting the exit criteria. Another 1.6 percent (1,466) dropped out or left for unknown reasons and 0.3 percent (285) were determined to have special education needs rather than English language limitations. Appendix D lists information on the number of students for each district transitioning after demonstrating English proficiency on the annual WLPT-II.

Figure 5-1: Status of Students Served by School Year (distinct count)

	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
Total Exited	14,175	19,594	14,045	16,045	17,333	13,499
Graduate	1,668	1,375	1,325	932	876	1,050
Transition	6,609	13,897	9,844	13,004	14,143	10,559
Drop out	331	515	553	450	470	336
Special education	190	241	196	237	291	285
Unknown reasons	4,768	2,509	1,406	1,244	1,214	1,130
Parent waiver	609	1,057	719	116	241	45
Total Continuing	68,629	65,684	69,326	72,004	73,030	79,005
Total ELL	82,804	85,278	83,369	87,987	90,265	92,410

Parent waivers are students not participating in TBIP at the request of parents after being enrolled for some portion of the school year.

Figure 5-2: Student Status Definitions

Definitions of Student Categories	
Student Categories	This count included students in all of the categories listed on Figure 5-1.
Graduated	Student graduated from high school, but who may or may not have met the transitional level on the WLPT-II.
Transitioned	Student scored at the Transitional Level on the WLPT-II and transitioned out of TBIP services.
Dropped Out	Student dropped out of school.
Special Education	Student was exited from the program because of non-linguistic factors.
Unknown Reasons	Student left the school system and the district has no record of transfers within or out-of-state.
Parent Waiver	Student exited the TBIP upon written request of the parent.

Research has demonstrated that achievement of “academic” English, the level needed to participate in unaided instruction in English, takes four to six years to develop. While experts may disagree about the best method for teaching ELLs, nearly all experts agree that the process of learning academic English for students with little to no English language skills normally exceeds three years.

Figure 5-3 provides information on the amount of time students were served by the TBIP. The number of exited ELLs is a combined count of transitioned, graduated, dropped-out, special education determination, and left for unknown reasons. More than half (59 percent) of those exiting the program participated for less than three years.

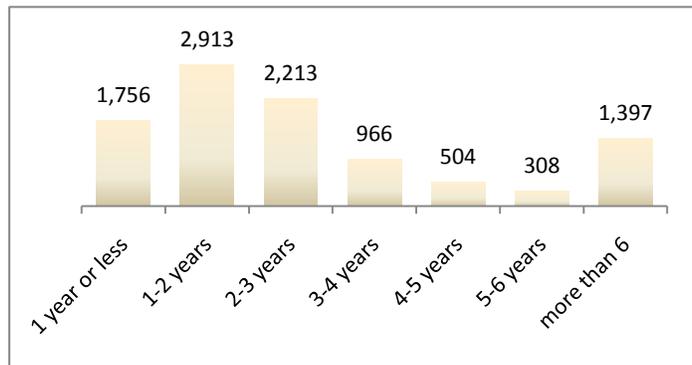
Figure 5-3: Number of Distinct ELLs Served by Time in Program (School Year 2009–10)

Time in Program	Total Served	Exited ELL Students*	% of Exited Students
Less than 1 Year	14,276	785	6.8%
1 to < 2 Years	22,976	3,098	26.8%
2 to < 3 Years	17,418	2,986	25.8%
3 to < 4 Years	12,381	1,797	15.5%
4 to < 5 Years	7,978	761	6.6%
5 to < 6 Years	6,502	654	5.6%
6+ Years	9,938	1,499	12.9%
Total	91,469	11,580	100.0%

*Number of exited ELLs is a combined count of: transitioned, graduated, dropped-out, special education and unknown reasons. Waived students are excluded.

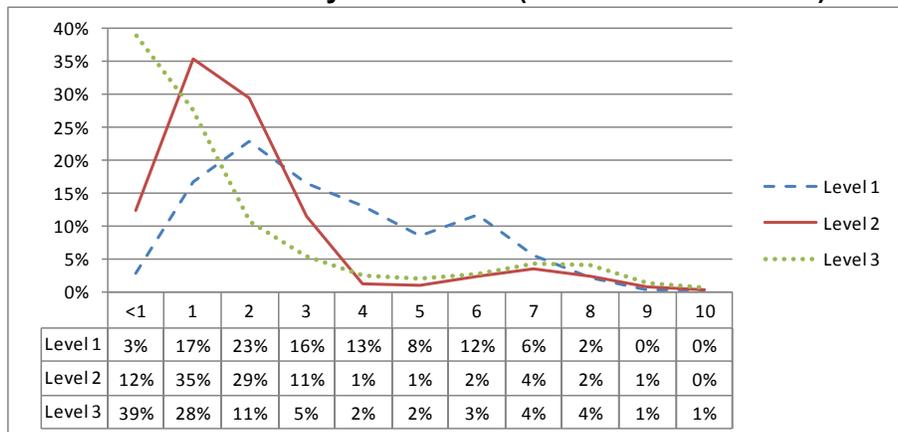
Analysis of the time in TBIP, prior to transitioning, for students transitioning in 2010 reveals a highly positively skewed distribution as shown in Figure 5-4, with a median time of 500 days, or 2.8 years. A quarter of the students transitioning had been in TBIP less than two years and a quarter longer than four years.

Figure 5-4: Distribution of Transitioning ELLs by Years in TBIP (School Year 2009–10)



This median time differs significantly by the entry level of English proficiency. Half of the students entering with beginning level English (n=2,534) took 694 days (3.9 years) or longer to transition. Those entering with intermediate level (n=5,271) took a median of 360 days (2.0 years) and those entering with advanced English (n=1,963) took a median of 312 days (1.7 years) to transition out of TBIP.

Figure 5-5: Percentage of ELLs Transitioning by Years From Initial Placement by Initial Level (School Year 2009–10)



As shown in Figure 5-5, students who enter TBIP with beginning English proficiency (Level 1) take longer to transition than students who enter with advanced English proficiency (Level 3).

According to a comprehensive longitudinal study that tracked the academic achievement of ELLs enrolled in a variety of instructional models, it takes a minimum of four years of instruction in a student’s second language in order to reach grade-level performance levels using that language.⁷ The length of time needed depends on several factors, including the level of academic proficiency in content areas prior to exposure to the new language and the type of program used to provide the instruction. Section VI, Language Proficiency and Academic Performance provides more information about test results for ELLs in Washington.

Appendix D lists percent of transitioning students by length of participation by district.

⁷ See [A National Study of School Effectiveness for Language Minority Student’s Long-Term Academic Achievement](#), Wayne P. Thomas and Virginia P. Collier, George Mason University, for the Center for Research on Education, Diversity & Excellence, 2002.

VI. LANGUAGE PROFICIENCY AND ACADEMIC PERFORMANCE

To fulfill the requirements of ESEA, Washington State adopted an English Language Proficiency Assessment, aligned to the state reading, writing, and communication standards, during the 2004–05 school year and fully implemented during the 2005–06 school year. ESEA also requires students who have very limited or no English proficiency to participate in the state’s accountability assessments (MSP/HSPE). ELLs who are enrolled in a United States school for the first year are exempt from taking the reading academic assessment. Although ELL students in the TBIP meet the academic standard far less frequently than their English-proficient peers, ELLs who reach English language proficiency meet standard on the statewide assessments at percentages below the state average for all students.

WASHINGTON LANGUAGE PROFICIENCY TEST RESULTS

During the 2004–05 school year, the state adopted the Washington Language Proficiency Test (WLPT-II) administered for the first time during the 2005–06 school year. All ELLs in Grades K–12 are required to take the WLPT-II test during a February-to-March testing window. The WLPT-II measures a student’s English language proficiency in reading, writing, listening, and speaking. The WLPT-II test allows students, regardless of their level of English proficiency, to demonstrate the level of English language proficiency they have acquired.

The WLPT-II categorizes four levels of English language proficiency:

- Level 1—Beginning
- Level 2—Intermediate
- Level 3—Advanced
- Level 4—Transitional

Level 1 indicates minimal or no English language proficiency, while Level 4 indicates a level of English language proficiency sufficient to be instructed through an English-only instructional program. Eligibility for TBIP participation ends when a student scores at the Transitional level on the WLPT-II.

In school year 2009–10, there were 85,951 students present during the February/March test window of the WLPT-II, of which 83,571 students (97.2 percent) completed all four parts of the test and received an overall composite score.

Figure 6-1: WLPT-II Results by Grade and Proficiency Level (School Year 2009–10)

Grade	Not Scored*	Level 1 Beginning	Level 2 Intermediate	Level 3 Advanced	Level 4 Transitional	Total Tested	Total Enrolled
K	650	748	6,407	5,421	1,214	14,440	15,425
1	179	182	3,062	7,731	2,550	13,704	14,420
2	166	100	1,474	7,290	2,428	11,458	12,031
3	129	101	1,327	5,982	870	8,409	8,896
4	91	90	1,157	4,864	468	6,670	7,063
5	81	111	1,065	4,133	249	5,639	5,955
6	66	48	364	3,321	958	4,757	5,117
7	88	62	446	3,085	898	4,579	4,917
8	81	74	439	2,496	651	3,741	4,045
9	227	187	889	2,496	168	3,967	4,843
10	187	108	740	2,220	274	3,529	4,012
11	169	54	594	1,727	194	2,738	3,050
12	266	22	436	1,440	156	2,320	2,636
Total	2,380	1,887	18,400	52,206	11,078	85,951	92,410

*Students who were unable to complete or to respond to the test were reported as Not Scored.

Figure 6-1 demonstrates that 11,078 students met the Transitional Performance Level on the WLPT-II and exited the TBIP. Included in this count are students whose parents waive TBIP services, but are still required by ESEA to participate in the WLPT-II annual assessment. The exit results represent a decrease of 3,465 students (24 percent) transitioning compared to the 2008–09 school year.

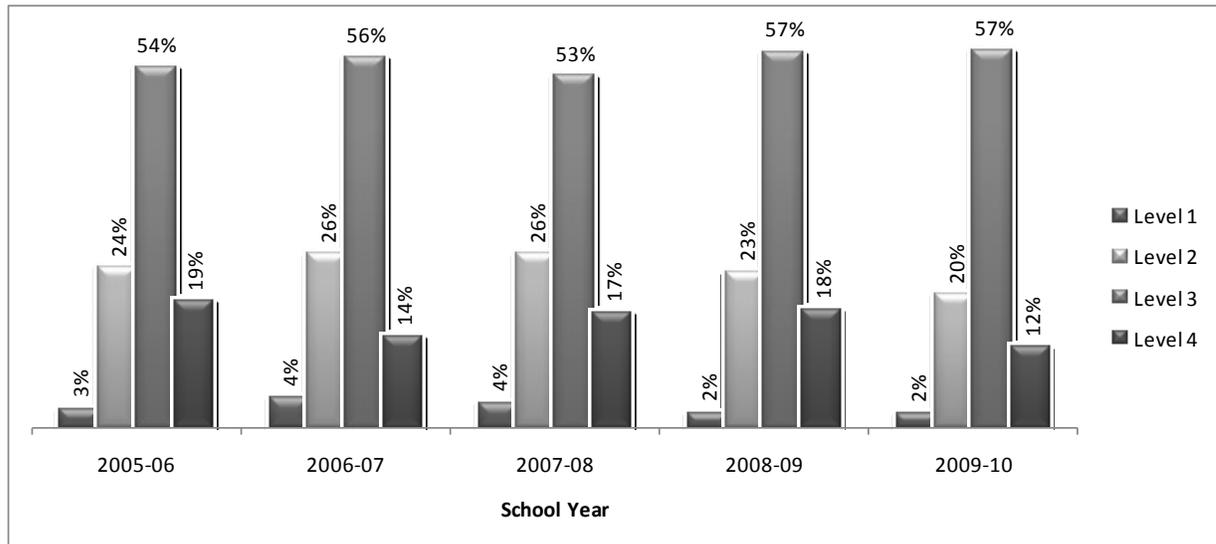
Figure 6-2 shows the number of the WLPT-II students remaining in the program and the percent of enrollments tested. More than 93 percent of all ELL students in the state participated in the annual assessment of English language ability.

Figure 6-2: WLPT-II Transitioning by Grade (School Year 2009–10)

Grade	Remaining in Program	Percent Remaining	Transitioned Program	Percent Transitioned	Total Tested	Percent Tested	Total Enrolled
K	14,211	92%	1,214	8%	14,440	94%	15,425
1	11,870	82%	2,550	18%	13,704	95%	14,420
2	9,603	80%	2,428	20%	11,458	95%	12,031
3	8,026	90%	870	10%	8,409	95%	8,896
4	6,595	93%	468	7%	6,670	94%	7,063
5	5,706	96%	249	4%	5,639	95%	5,955
6	4,159	81%	958	19%	4,757	93%	5,117
7	4,019	82%	898	18%	4,579	93%	4,917
8	3,394	84%	651	16%	3,741	92%	4,045
9	4,675	97%	168	3%	3,967	82%	4,843
10	3,738	93%	274	7%	3,529	88%	4,012
11	2,856	94%	194	6%	2,738	90%	3,050
12	2,480	94%	156	6%	2,320	88%	2,636
Total	81,332	88%	11,078	12%	85,951	93%	92,410

Figure 6-3 displays the trend in English language proficiency levels of ELLs since the school year 2005–06. More than half of ELL students scored at advanced proficiency (Level 3). The number of students transitioning out of the TBIP (Level 4) varies from year to year, with the 2009–10 school year having the smallest percentage (12%) during the five years.

Figure 6-3: WLPT-II English Proficiency Levels by School Year



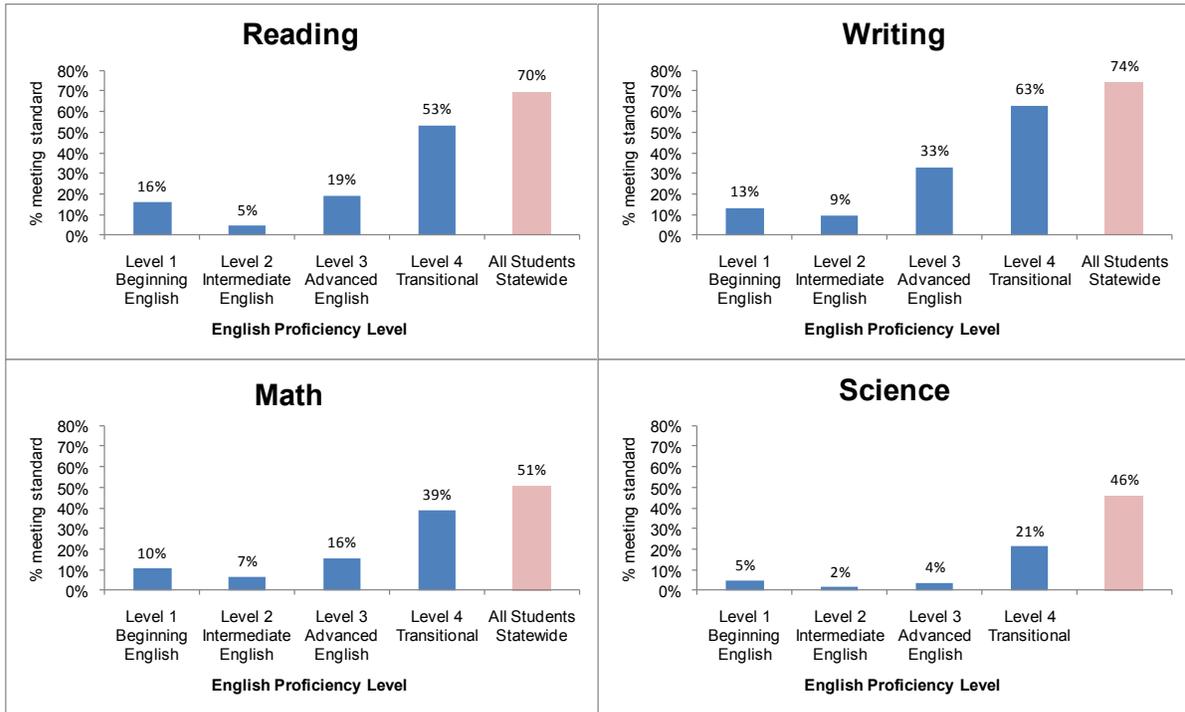
STATEWIDE ACADEMIC ASSESSMENT RESULTS

ELLs are required to take the Washington’s statewide academic assessments, the Measurements of Student Progress (MSP) and the High School Proficiency Exam (HSPE), even though they may not have the level of English language skills to understand the reading texts or test questions, or have the ability to respond effectively in English. As shown in Figures 6-4, there is a strong relationship between English language proficiency and academic performance.

The 2009–10 assessment results for ELLs who tested on both the WLPT-II and the MSP/HSPE in the required grades show that 53 percent of ELLs who transitioned from the TBIP program met the MSP/HSPE reading standard, 39 percent met the MSP/HSPE math standard, 63 percent met the writing standard, and 21 percent met the science standard.

There remains a significant achievement gap between ELL students and the percentage of all Washington’s students in terms of the academic performance on the standardized math, science, reading, and writing academic assessments. Even ELL students scoring at Level 4 fall behind all students statewide, with the percentage meeting academic standards 17 percent lower in reading, 15 percent in math, 10 percent in writing, and 25 percent in science.

Figure 6-4: Percentage Meeting MSP/HSPE by WLPT-II English Proficiency Levels



Includes all grades tested

Regardless of the grade or subject, ELLs continue to make progress towards meeting the standard on the Measurements of Student Progress (MSP) and the High School Proficiency Exam (HSPE). Figures 6-5 to 6-8 show how ELLs in Grades 3–8 and 10 who met the Transitional level on the WLPT-II performed on the MSP/HSPE in the required grades. Generally, transitional ELL students in Grades 3–5 and Grade 10 performed as well or better than the state total; however, Grades 6–8 performed much below the state totals.

Figure 6-5 WLPT-II Transitional Level and MSP/HSPE Reading Performance (School Year 2009–10)

Grade	MSP/HSPE Levels				Total Transitional who scored on MSP/HSPE	Percentage of Transitional who Met Reading MSP/HSPE	Percentage of all students who Met Reading MSP/HSPE
	Level 1	Level 2	Level 3	Level 4			
Grade 3	24	181	406	234	845	76%	73%
Grade 4	4	163	230	63	460	64%	68%
Grade 5	7	70	100	65	242	68%	70%
Grade 6	74	459	348	50	931	43%	65%
Grade 7	96	465	240	79	880	36%	64%
Grade 8	64	317	181	72	634	40%	70%
Grade 10	12	65	133	48	258	70%	81%
Total	281	1,720	1,638	611	4,250	53%	70%

Figure 6-6 WLPT-II Transitional Level and MSP/HSPE Writing Performance (School Year 2009–10)

Grade	MSP/HSPE Levels				Total Transitional who scored on MSP/HSPE	Percentage of Transitional who Met Reading MSP/HSPE	Percentage of all students who Met Reading MSP/HSPE
	Level 1	Level 2	Level 3	Level 4			
Grade 4	34	129	227	65	455	64%	63%
Grade 7	90	303	380	99	872	55%	72%
Grade 10	0	36	160	61	257	86%	90%
Total	124	468	767	225	1,584	63%	74%

Figure 6-7 WLPT-II Transitional Level and MSP/HSPE Math Performance (School Year 2009–10)

Grade	MSP/HSPE Levels				Total Transitional who scored on MSP/HSPE	Percentage of Transitional who Met Reading MSP/HSPE	Percentage of all students who Met Reading MSP/HSPE
	Level 1	Level 2	Level 3	Level 4			
Grade 3	74	244	371	159	848	63%	62%
Grade 4	80	125	198	59	462	56%	54%
Grade 5	44	71	80	49	244	53%	54%
Grade 6	354	340	184	58	936	26%	52%
Grade 7	345	293	196	48	882	28%	56%
Grade 8	283	180	139	36	638	27%	52%
Grade 10	108	69	47	36	260	32%	44%
Total	1,288	1,322	1,215	445	4,270	39%	51%

Figure 6-8 WLPT-II Transitional Level and MSP/HSPE Science Performance (School Year 2009–10)

Grade	MSP/HSPE Levels				Total Transitional who scored on MSP/HSPE	Percentage of Transitional who Met Reading MSP/HSPE	Percentage of all students who Met Reading MSP/HSPE
	Level 1	Level 2	Level 3	Level 4			
Grade 5	80	120	41	3	244	18%	34%
Grade 8	263	225	131	19	638	24%	55%
Grade 10	140	59	41	3	243	18%	48%
Total	483	404	213	25	1,125	21%	46%

District level results for transitional ELLs are provided in Appendix E, which includes students in Grades 11 and 12. OSPI’s web site provides more information on MSP/HSPE results at the state, district, and school when there are at least 30 students in the tested grade and subject (see <http://reportcard.ospi.k12.wa.us>).

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APPENDIX A

Table A-1: Languages Spoken by Language

Language	Students	Language	Students	Language	Students	Language	Students
Acholi	4	Egyptian-Arabic	4	Kongo	1	Romansch	3
Afrikaans	12	Ethiopic	53	Korean	1,603	Russian	4,150
Aguacateco	17	Ewe	8	Kosraean	61	Rwanda	6
Akan	8	Fallani	2	Kpelle	3	Sahaptian	3
Albanian	47	Farsi	215	Krahn	8	Salish	9
Amharic	546	Fijian	13	Krio	17	Samoan	596
Arabic	971	Finnish	20	Kru	3	Sanskrit	1
Armenian	34	Flemish	3	Kurdish	49	Saraiki	2
Azerbaijani	4	Fra Fra	2	Lao	306	Serbo-Croatian	57
Balinese	2	French	392	Latvian	3	Shona	2
Bambara	1	Fula	6	Liberian	26	Sindhi	3
Bangala	6	Fulfulde	1	Lingala	16	Sinhalese	12
Bantu	32	Ga	7	Lithuanian	8	Slovak	5
Bassa	8	Ge-Kayapo	1	Luganda	11	Slovenian	2
Bemba	4	Georgian	6	Luo	3	Sogdian	1
Bengali	28	German	141	Macedonian	1	Somali	2,260
Berber	2	Greek-Modern	47	Makah	83	Soninke	28
Bikol	3	Guarani	1	Makua	7	Spanish	61,558
Bilen	1	Gujarati	35	Malay	13	Stoney	4
Bisaya	4	Haitian Creole	34	Malayalam	33	Sudanese-Arabic	7
Bosnian	155	Hausa	6	Mam	12	Susu	2
Bulgarian	56	Hawaiian	11	Mandingo	65	Swahili	262
Burmese	227	Hebrew-Modern	67	Marathi	30	Swedish	19
Byelorussian	4	Herero	2	Marquesan	5	Tagalog	1,237
Cakchiquel	4	Hiligaynon	2	Marshallese	607	Taishan	1
Cambodian	788	Hindi	301	Maya-Quiche	1	Tamil	86
Carolinina	62	Hmong	173	Mien	63	Tarasco	28
Cebuano	18	Hoh	1	Mixteco	316	Telugu	116
Chagatai	3	Hungarian	21	Moldavian	144	Teso	1
Chalchiteco	3	Ibanag	1	Mongolian	60	Thai	199
Cham	21	Ibo	9	Mordvin	2	Tibetan	14
Chamorro	39	Icelandic (Old)	7	Nanai	1	Tigrinya	274
Chao	6	Igbo	8	Navajo	1	Toishanese	157
Chewa	2	Ilokano	169	Nepali	345	Tongan	72
Chin	42	Indonesian	76	Nez Perce	1	Trukese	20
Chinese (all)	1,773	Inuktitut	3	Nigerian	4	Turkic	7
Chinese-Cantonese	729	Italian	52	Norwegian	10	Turkish	224
Chinese-Fukienese	7	Jamaican	5	Nuer	27	Twi	37
Chinese-Mandarin	508	Japanese	480	Nyanja	1	Ukrainian	2,197
Chinese-Taiwanese	30	Javanese	4	Oromo	182	Urdu	210
Chungki-Chunkese	7	Kanjobal	27	Pahlavi	2	Uzbek	6
Chinese-Unspecified	499	Kannada	27	Palau	19	Vietnamese	3,592
Chuuk	140	Karen	173	Pashto	27	Visayan	14
Cornish	2	Kashmiri	1	Persian	31	Wolof	41
Creole	57	Kazakh	1	Pilipino	139	Yakima	8
Croatian	4	Khalkha	7	Pohnpeian	23	Yakut	2
Czech	14	Khmer	58	Polish	53	Yap	7
Danish	27	Kikuya	22	Portugese	112	Yoruba	10
Dari	11	Kirgiz	3	Pulau-Guai	3	Zezeru	1
Dinka	8	Kirundi	27	Punjabi	902	Unknown	82
Dire	1	Kishinau	3	Pushtu	8		
Dutch	36	Kmhmu	3	Romanian	398		

Table A-2: Languages Spoken by Frequency

Language	Students	Language	Students	Language	Students	Language	Students
Spanish	61,558	Mongolian	60	Mam	12	Inuktitut	3
Russian	4,150	Khmer	58	Sinhalese	12	Kirgiz	3
Vietnamese	3,592	Creole	57	Dari	11	Kishinau	3
Somali	2,260	Serbo-Croatian	57	Hawaiian	11	Kmhmu	3
Ukrainian	2,197	Bulgarian	56	Luganda	11	Kpelle	3
Chinese (all)	1,773	Ethiopic	53	Norwegian	10	Kru	3
Korean	1,603	Polish	53	Yoruba	10	Latvian	3
Tagalog	1,237	Italian	52	Ibo	9	Luo	3
Arabic	971	Kurdish	49	Salish	9	Pulau-Guai	3
Punjabi	902	Albanian	47	Akan	8	Romansch	3
Cambodian	788	Greek-Modern	47	Bassa	8	Sahaptian	3
<i>Chinese-Cantonese</i>	729	Chin	42	Dinka	8	Sindhi	3
Marshallese	607	Wolof	41	Ewe	8	Balinese	2
Samoaan	596	Chamorro	39	Igbo	8	Berber	2
Amharic	546	Twi	37	Krahn	8	Chewa	2
<i>Chinese-Mandarin</i>	508	Dutch	36	Lithuanian	8	Cornish	2
<i>Chinese-Unspecified</i>	499	Gujarati	35	Pushtu	8	Fallani	2
Japanese	480	Armenian	34	Yakima	8	Fra Fra	2
Rumanian	398	Haitian Creole	34	<i>Chinese-Fukienese</i>	7	Herero	2
French	392	Malayalam	33	Chungki-Chunkese	7	Hiligaynon	2
Nepali	345	Bantu	32	Ga	7	Mordvin	2
Mixteco	316	Persian	31	Icelandic (Old)	7	Pahlavi	2
Lao	306	<i>Chinese-Taiwanese</i>	30	Khalkha	7	Saraiki	2
Hindi	301	Marathi	30	Makua	7	Shona	2
Tigrinya	274	Bengali	28	Sudanese-Arabic	7	Slovenian	2
Swahili	262	Soninke	28	Turkic	7	Susu	2
Burmese	227	Tarasco	28	Yap	7	Yakut	2
Turkish	224	Danish	27	Bangala	6	Bambara	1
Farsi	215	Kanjobal	27	Chao	6	Bilen	1
Urdu	210	Kannada	27	Fula	6	Dire	1
Thai	199	Kirundi	27	Georgian	6	Fulfulde	1
Oromo	182	Nuer	27	Hausa	6	Ge-Kayapo	1
Hmong	173	Pashto	27	Rwanda	6	Guarani	1
Karen	173	Liberian	26	Uzbek	6	Hoh	1
Ilokano	169	Pohnpeian	23	Jamaican	5	Ibanag	1
Toishanese	157	Kikuya	22	Marquesan	5	Kashmiri	1
Bosnian	155	Cham	21	Slovak	5	Kazakh	1
Moldavian	144	Hungarian	21	Acholi	4	Kongo	1
German	141	Finnish	20	Azerbaijani	4	Macedonian	1
Chuuk	140	Trukese	20	Bemba	4	Maya-Quiche	1
Pilipino	139	Palau	19	Bisaya	4	Nanai	1
Telugu	116	Swedish	19	Byelorussian	4	Navajo	1
Portugese	112	Cebuano	18	Cakchiquel	4	Nez Perce	1
Tamil	86	Aguacateco	17	Croatian	4	Nyanja	1
Makah	83	Krio	17	Egyptian-Arabic	4	Sanskrit	1
Indonesian	76	Lingala	16	Javanese	4	Sogdian	1
Tongan	72	Czech	14	Nigerian	4	Taishan	1
Hebrew-Modern	67	Tibetan	14	Stoney	4	Teso	1
Mandingo	65	Visayan	14	Bikol	3	Zezeru	1
Mien	63	Fijian	13	Chagatai	3	Unknown	82
Carolinina	62	Malay	13	Chalchiteco	3		
Kosraean	61	Afrikaans	12	Flemish	3		

APPENDIX B

LANGUAGES SPOKEN BY DISTRICT

<u>Dist</u>	<u>Language</u>	<u>Students</u>	<u>Dist</u>	<u>Language</u>	<u>Students</u>	<u>Dist</u>	<u>Language</u>	<u>Students</u>
Aberdeen SD (8)		268	Kirgiz		1	Chao		1
	Cambodian	3	Kirundi		7	Chin		1
	Carolinina	1	Korean		36	Chinese-Unspecified		5
	Farsi	1	Kosraean		3	Chuuk		1
	Korean	1	Kurdish		3	Czech		1
	Slovak	1	Lao		13	Ewe		2
	Spanish	258	Malayalam		1	Finnish		3
	Thai	1	Marshallese		122	French		2
	Vietnamese	2	Maya-Quiche		1	German		1
Adna SD (1)		3	Nuer		1	Hindi		2
	Spanish	3	Palau		2	Hmong		3
Anacortes SD (10)		55	Polish		1	Ibo		1
	Amharic	1	Punjabi		42	Japanese		3
	Chinese-Cantonese	2	Rumanian		3	Korean		2
	Chinese-Unspecified	1	Russian		114	Lao		7
	Creole	1	Samoan		19	Lithuanian		2
	Hindi	1	Sanskrit		1	Moldavian		1
	Japanese	2	Somali		81	Norwegian		1
	Punjabi	1	Spanish		1,001	Oromo		1
	Spanish	42	Swahili		4	Pilipino		1
	Thai	2	Tagalog		27	Portugese		1
	Vietnamese	1	Thai		7	Rumanian		18
	unknown	1	Tigrinya		7	Russian		320
Arlington SD (14)		183	Tongan		2	Spanish		155
	Amharic	2	Turkish		6	Swedish		3
	Chinese-Cantonese	3	Ukrainian		167	Tagalog		10
	Chinese-Unspecified	1	Vietnamese		47	Thai		4
	Flemish	3	Visayan		1	Twi		3
	German	1	unknown		1	Ukrainian		120
	Lao	1	Bainbridge Island SD (14)		38	Vietnamese		33
	Marshallese	1	Arabic		2	Bellevue SD (77)		1,904
	Pilipino	1	Chinese-Cantonese		1	Albanian		2
	Russian	8	Chinese-Mandarin		1	Amharic		10
	Spanish	143	Dutch		1	Arabic		66
	Tagalog	1	French		5	Armenian		5
	Ukrainian	15	German		1	Azerbaijani		1
	Vietnamese	2	Japanese		1	Bantu		1
	Zezeru	1	Korean		2	Bengali		4
Auburn SD (41)		1,772	Rumanian		1	Bikol		1
	Arabic	12	Spanish		15	Bilen		1
	Cambodian	13	Tagalog		1	Bosnian		8
	Chinese-Cantonese	1	Thai		3	Bulgarian		5
	Chinese-Unspecified	7	Ukrainian		3	Burmese		5
	Cornish	1	Vietnamese		1	Cambodian		12
	Farsi	1	Battle Ground SD (37)		724	Chamorro		1
	French	3	Amharic		2	Chao		2
	German	1	Arabic		3	Chewa		1
	Gujarati	1	Armenian		1	Chinese-Cantonese		70
	Hindi	6	Bosnian		1	Chinese-Mandarin		131
	Hmong	1	Cambodian		6	Chinese-Taiwanese		16
	Igbo	2	Cebuano		2	Chinese-Unspecified		10
	Ilokano	2	Chagatai		1	Czech		1

<u>Dist</u>	<u>Language</u>	<u>Students</u>	<u>Dist</u>	<u>Language</u>	<u>Students</u>	<u>Dist</u>	<u>Language</u>	<u>Students</u>
Bellevue SD (continued)		1,904	Bellingham SD (34)		624			
	Danish	3		Afrikaans	1		Swahili	1
	Dutch	6		Aguacateco	1		Tagalog	10
	Egyptian-Arabic	1		Amharic	3		Thai	3
	Ethiopic	7		Arabic	7		Twi	2
	Farsi	45		Armenian	1		Ukrainian	19
	French	21		Cambodian	5		Vietnamese	5
	German	15		Chinese-Cantonese	6		Wolof	1
	Guarani	1		Chinese-Mandarin	4	Blaine SD (16)	unknown	1
	Gujarati	4		Chinese-Unspecified	4		Amharic	1
	Hebrew- Modern	16		Dari	2		Cambodian	2
	Hiligaynon	1		Farsi	2		Czech	1
	Hindi	37		French	1		Finnish	1
	Hmong	4		German	1		Hindi	8
	Hungarian	1		Greek- Modern	1		Korean	3
	Indonesian	1		Haitian Creole	3		Marshallese	2
	Italian	2		Hindi	8		Pilipino	1
	Jamaican	1		Hungarian	1		Punjabi	4
	Japanese	97		Japanese	3		Russian	30
	Kannada	6		Korean	13		Salish	2
	Khmer	2		Krio	1		Spanish	36
	Korean	197		Marshallese	2		Tagalog	1
	Lao	13		Mixteco	2		Ukrainian	5
	Malay	1		Mongolian	1		Urdu	2
	Malayalam	9		Pilipino	1		Vietnamese	1
	Mandingo	2		Polish	1	Bremerton SD (16)		151
	Marathi	13		Punjabi	66		Chamorro	2
	Moldavian	2		Russian	36		Chinese-Cantonese	2
	Mongolian	9		Samoan	1		Chinese-Mandarin	1
	Nepali	2		Spanish	377		Chinese-Unspecified	5
	Norwegian	3		Tagalog	3		Chuuk	9
	Oromo	3		Thai	2		French	1
	Persian	4		Ukrainian	21		Inuktitut	1
	Pilipino	15		Urdu	1		Japanese	2
	Polish	5		Vietnamese	42		Kanjobal	1
	Portugese	9	Bethel SD (29)		319		Kurdish	2
	Punjabi	11		Arabic	4		Mam	1
	Rumanian	17		Bantu	1		Samoan	3
	Russian	90		Cambodian	5		Spanish	78
	Serbo-Croatian	25		Chinese-Mandarin	1		Swedish	1
	Sinhalese	2		Chinese-Unspecified	1		Tagalog	34
	Slovak	1		French	1		Vietnamese	8
	Somali	5		German	8	Brewster SD (1)		405
	Spanish	616		Indonesian	1		Spanish	405
	Swahili	19		Japanese	1	Bridgeport SD (2)		369
	Swedish	2		Khmer	1		Spanish	367
	Tagalog	4		Korean	18		Tagalog	1
	Tamil	28		Krio	4		unknown	1
	Telugu	45		Lao	3	Burlington SD (9)		680
	Thai	10		Moldavian	2		Chinese-Unspecified	1
	Tigrinya	3		Pohnpeian	1		Hindi	1
	Turkish	3		Punjabi	1		Korean	1
	Ukrainian	4		Romansch	1		Marshallese	2
	Urdu	22		Rumanian	3		Mixteco	31
	Uzbek	3		Russian	33		Punjabi	3
	Vietnamese	77		Samoan	13		Russian	2
	Wolof	1		Somali	2		Spanish	638
	unknown	5		Spanish	172		Stoney	1

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
Camas SD (19)		104	Pilipino		1	Cheney SD (13)		88
Amharic		1	Portugese		2	Chinese-Unspecified		1
Cambodian		1	Punjabi		5	Chuuk		1
Chinese-Cantonese		1	Romansch		1	French		2
Chinese-Mandarin		2	Samoan		4	German		1
Chinese-Unspecified		2	Spanish		80	Hungarian		1
Chuuk		1	Swahili		1	Korean		2
Hindi		1	Tagalog		80	Portugese		1
Italian		1	Thai		2	Punjabi		5
Japanese		8	Twi		1	Russian		27
Korean		1	Urdu		1	Spanish		39
Punjabi		2	Vietnamese		13	Swahili		1
Russian		53	Central Valley SD (23)		261	Tagalog		3
Serbo-Croatian		1	Albanian		2	Ukrainian		4
Spanish		16	Arabic		6	Chewelah SD (2)		2
Telugu		1	Bassa		2	Chinese-Unspecified		1
Thai		1	Cambodian		1	Spanish		1
Tibetan		1	Chinese-Cantonese		5	Chimacum SD (6)		14
Ukrainian		4	Chinese-Mandarin		2	Amharic		1
Vietnamese		6	Chinese-Unspecified		4	Chinese-Unspecified		1
Cape Flattery SD (2)		83	Creole		2	Korean		1
Makah		82	Farsi		1	Pilipino		3
Spanish		1	Haitian Creole		1	Spanish		7
Cascade SD (3)		175	Hindi		2	Thai		1
Bassa		1	Hmong		3	Clarkston SD (7)		27
Russian		1	Japanese		1	Amharic		3
Spanish		173	Korean		7	Chinese-Unspecified		2
Cashmere SD (5)		226	Marshallese		2	Farsi		1
Amharic		1	Punjabi		4	Haitian Creole		2
Chinese-Unspecified		1	Rumanian		1	Russian		1
Creole		1	Russian		87	Spanish		17
Punjabi		1	Spanish		99	Vietnamese		1
Spanish		222	Tagalog		1	Cle Elum-Roslyn SD (2)		11
Castle Rock SD (6)		34	Ukrainian		14	Spanish		9
German		2	Vietnamese		13	Vietnamese		2
Hindi		1	Wolof		1	Clover Park SD (40)		1,302
Japanese		1	Centralia SD (13)		275	Albanian		1
Russian		7	Burmese		3	Amharic		1
Spanish		22	Chinese-Unspecified		1	Burmese		2
Tagalog		1	Italian		1	Cambodian		6
Central Kitsap SD (29)		252	Khalkha		2	Carolinina		5
Albanian		1	Korean		3	Chamorro		6
Amharic		2	Luganda		1	Chungki-Chunkese		1
Arabic		1	Nepali		1	Chinese-Unspecified		1
Chamorro		8	Russian		3	Chuuk		3
Chinese-Cantonese		2	Spanish		256	French		1
Chinese-Mandarin		2	Sudanese-Arabic		1	German		15
Chinese-Unspecified		8	Tongan		1	Hawaiian		3
Chuuk		5	Ukrainian		1	Hindi		1
Farsi		1	Vietnamese		1	Icelandic (Old)		1
French		2	Chehalis SD (7)		85	Japanese		6
German		1	Chinese-Cantonese		1	Kashmiri		1
Hawaiian		1	Chinese-Unspecified		4	Kikuya		5
Ilokano		2	Ethiopic		1	Kishinau		2
Italian		1	Italian		2	Korean		56
Japanese		13	Portugese		1	Kosraean		4
Korean		10	Russian		1	Lao		1
Kurdish		1	Spanish		75	Liberian		1

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
Clover Park SD (continued)		1,302	Russian		66	Gujarati		2
	Marquesan	3	Spanish		56	Hindi		19
	Marshallese	2	Trukese		1	Hmong		7
	Moldavian	6	Ukrainian		3	Ibo		1
	Palau	4	Vietnamese		2	Icelandic (Old)		3
	Pilipino	7	East Valley Yakima SD (6)		241	Indonesian		7
	Pohnpeian	9			1	Jamaican		1
	Polish	1	Korean		1	Japanese		20
	Portugese	4	Punjabi		1	Khmer		5
	Russian	21	Spanish		236	Kikuya		5
	Samoan	50	Tagalog		1	Korean		107
	Spanish	1,000	Thai		1	Kurdish		1
	Swahili	5	Vietnamese		1	Lao		6
	Tagalog	42	Eastmont SD (7)		908	Lithuanian		1
	Telugu	1			1	Luo		2
	Thai	1	Amharic		1	Malay		1
	Turkish	2	Malayalam		1	Malayalam		4
	Ukrainian	2	Mam		1	Mandingo		18
	Vietnamese	19	Russian		3	Marshallese		23
College Place SD (2)		182	Spanish		894	Mongolian		3
	Spanish	180	Thai		2	Nepali		5
	Tigrinya	2	Vietnamese		6	Nigerian		3
Columbia (Walla Walla) SD		81	Easton SD (1)		10	Norwegian		2
	Spanish	80			10	Oromo		4
	Ukrainian	1	Eatonville SD (5)		13	Pashto		11
Colville SD (8)		56			1	Persian		2
	Dutch	1	Lao		1	Pilipino		1
	French	2	Slovenian		1	Polish		1
	Portugese	1	Spanish		9	Portugese		4
	Rumanian	12	Turkish		1	Punjabi		27
	Russian	30	Ukrainian		1	Pushtu		2
	Spanish	7	Edmonds SD (82)		2,053	Rumanian		7
	Ukrainian	2			2	Russian		48
	Vietnamese	1	Afrikaans		2	Rwanda		1
Conway SD (2)		25	Akan		4	Samoan		3
	Mixteco	1	Albanian		1	Serbo-Croatian		4
	Spanish	24	Amharic		50	Somali		19
Coupeville SD (3)		29	Arabic		81	Spanish		927
	Creole	2	Armenian		2	Swahili		17
	Haitian Creole	4	Bambara		1	Tagalog		48
	Spanish	23	Bengali		1	Tamil		1
Dieringer SD (8)		17	Bosnian		8	Telugu		1
	Amharic	1	Bulgarian		9	Thai		7
	Chinese-Mandarin	1	Byelorussian		3	Tigrinya		59
	Creole	1	Cambodian		18	Tongan		5
	Liberian	1	Carolinina		18	Turkish		2
	Russian	3	Chinese-Cantonese		30	Twi		9
	Spanish	8	Chinese-Mandarin		10	Ukrainian		70
	Tongan	1	Chinese-Unspecified		9	Urdu		47
	Ukrainian	1	Chuuk		1	Uzbek		1
East Valley Spokane SD (12)		148	Creole		1	Vietnamese		183
	Chamorro	2	Croatian		2	Wolof		9
	Hmong	6	Dutch		1	Yoruba		2
	Karen	4	Egyptian-Arabic		2			
	Lao	1	Ethiopic		4			
	Marshallese	3	Farsi		13			
	Polish	1	Fijian		1			
	Punjabi	3	Finnish		1			
			French		6			
			Fula		2			
			Georgian		2			
			German		2			

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
Ellensburg SD (8)		210	Karen		2	French		2
	Amharic	1	Korean		74	Georgian		2
	Chinese-Cantonese	1	Kurdish		4	German		2
	Chinese-Mandarin	1	Lao		8	Greek- Modern		2
	Chinese-Unspecified	3	Malayalam		1	Haitian Creole		1
	Korean	6	Mandingo		3	Hawaiian		1
	Spanish	195	Marquesan		1	Hebrew- Modern		1
	Thai	1	Marshallese		70	Hindi		14
	Vietnamese	1	Mixteco		1	Hmong		7
	unknown	1	Mongolian		1	Ilokano		2
Elma SD (3)		87	Nepali		31	Italian		2
	Cambodian	2	Nigerian		1	Japanese		19
	Samoan	1	Norwegian		1	Khmer		1
	Spanish	84	Oromo		3	Korean		37
Entiat SD (1)		46	Persian		5	Kosraean		1
	Spanish	46	Pilipino		2	Lao		11
Enumclaw SD (6)		166	Portugese		3	Lithuanian		1
	Chinese-Taiwanese	1	Punjabi		28	Marshallese		5
	Korean	3	Rumanian		11	Mien		1
	Punjabi	1	Russian		185	Moldavian		18
	Russian	1	Somali		23	Nepali		2
	Spanish	159	Spanish		938	Norwegian		1
	Ukrainian	1	Swahili		14	Oromo		3
Ephrata SD (5)		202	Tagalog		24	Palau		1
	Punjabi	1	Tamil		3	Persian		2
	Russian	5	Telugu		1	Pilipino		10
	Spanish	190	Thai		8	Polish		2
	Ukrainian	4	Tigrinya		1	Portugese		3
	Vietnamese	2	Toishanese		1	Pulau-Guai		1
Everett SD (67)		2,022	Trukese		3	Punjabi		26
	Albanian	1	Turkic		2	Pushtu		1
	Amharic	5	Turkish		2	Rumanian		88
	Arabic	106	Twi		1	Russian		556
	Bantu	13	Ukrainian		162	Samoan		8
	Bengali	3	Urdu		9	Spanish		855
	Berber	1	Vietnamese		129	Tagalog		20
	Bosnian	2	Visayan		6	Tamil		5
	Bulgarian	1	Wolof		1	Thai		4
	Burmese	9	Yap		1	Tibetan		3
	Cambodian	20	Evergreen (Clark) SD (63)		2,231	Tigrinya		3
	Chinese-Cantonese	5	Amharic		3	Trukese		6
	Chinese-Mandarin	7	Arabic		18	Turkish		19
	Chinese-Unspecified	27	Armenian		4	Ukrainian		169
	Chungki-Chunkese	1	Bengali		1	Vietnamese		154
	Chuuk	1	Bosnian		16	Wolof		2
	Danish	1	Bulgarian		3	Federal Way SD (82)		3,235
	Dinka	2	Cambodian		10	Afrikaans		2
	Farsi	5	Carolinina		18	Albanian		5
	Fijian	4	Chamorro		10	Amharic		13
	French	6	Chinese-Cantonese		8	Arabic		14
	German	1	Chinese-Fukienese		1	Balinese		1
	Gujarati	3	Chinese-Mandarin		42	Bantu		2
	Hindi	14	Chinese-Taiwanese		1	Bassa		1
	Hmong	5	Chungki-Chunkese		3	Bikol		1
	Indonesian	6	Chinese-Unspecified		1	Bosnian		2
	Jamaican	1	Chuuk		15	Burmese		15
	Japanese	7	Creole		1	Cambodian		34
	Javanese	1	Ethiopic		2	Carolinina		4

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
Federal Way SD (continued)			Susu	1	Franklin Pierce SD (27)			639
	Chagatai	1	Swahili	25		Arabic	3	
	Chamorro	3	Tagalog	54		Bulgarian	2	
	Chao	1	Telugu	1		Cambodian	42	
	Chewa	1	Thai	9		Carolinina	1	
	Chinese-Cantonese	24	Tigrinya	1		Chuuk	1	
	Chinese-Mandarin	7	Tongan	17		Farsi	2	
	Chinese-Unspecified	4	Twi	8		French	1	
	Chuuk	6	Ukrainian	202		German	5	
	Cornish	1	Urdu	6		Japanese	2	
	Creole	4	Vietnamese	106		Khmer	5	
	Dinka	1	Wolof	3		Korean	27	
	Farsi	4	Yoruba	1		Kurdish	2	
	French	17	Ferndale SD (16) 271			Marshallese	4	
	Ge-Kayapo	1	Aguacateco	1		Moldavian	9	
	German	1	Amharic	1		Pilipino	3	
	Haitian Creole	2	Arabic	2		Pohnpeian	1	
	Hausa	4	Cambodian	3		Rumanian	1	
	Herero	1	Chagatai	1		Russian	24	
	Hindi	10	Chinese-Mandarin	2		Sahaptian	1	
	Hmong	2	Chinese-Taiwanese	1		Samoan	55	
	Hungarian	2	Chinese-Unspecified	1		Spanish	402	
	Igbo	1	Ethiopic	1		Swahili	2	
	Ilokano	13	Farsi	4		Tagalog	7	
	Italian	4	Haitian Creole	3		Thai	1	
	Jamaican	1	Punjabi	19		Ukrainian	14	
	Japanese	4	Russian	56		Vietnamese	21	
	Khmer	1	Spanish	146		Wolof	1	
	Kikuya	6	Tagalog	1	Goldendale SD (2)		43	
	Korean	190	Ukrainian	29		Russian	1	
	Kosraean	10	Fife SD (22) 381			Spanish	42	
	Krio	1	Acholi	1	Grandview SD (1)		1,175	
	Kurdish	1	Cambodian	16		Spanish	1,175	
	Lao	5	Chinese-Mandarin	2	Granger SD (1)		623	
	Liberian	2	French	2		Spanish	623	
	Luganda	1	Ilokano	1	Granite Falls SD (6)		27	
	Makua	7	Kikuya	1		Cebuano	2	
	Malay	3	Kishinau	1		Chinese-Unspecified	1	
	Malayalam	1	Korean	14		Hungarian	1	
	Marathi	2	Lao	2		Spanish	21	
	Marshallese	58	Mandingo	1		Tagalog	1	
	Mien	1	Marshallese	11		Thai	1	
	Moldavian	2	Pilipino	3	Highland SD (1)		260	
	Mongolian	12	Russian	15		Spanish	260	
	Nuer	3	Samoan	10	Highline SD (91)		3,864	
	Oromo	6	Sinhalese	2		Acholi	1	
	Palau	5	Spanish	236		Akan	1	
	Pilipino	16	Swahili	7		Albanian	5	
	Polish	5	Tagalog	11		Amharic	67	
	Punjabi	41	Thai	2		Arabic	66	
	Rumanian	4	Twi	1		Armenian	1	
	Russian	233	Ukrainian	33		Bangala	1	
	Sahaptian	1	Vietnamese	9		Bantu	3	
	Samoan	94	Finley SD (4) 143			Bemba	1	
	Sinhalese	3	Italian	6		Bengali	4	
	Somali	46	Russian	2		Bosnian	12	
	Spanish	1,826	Spanish	134		Bulgarian	1	
	Sudanese-Arabic	1	Ukrainian	1		Burmese	28	

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
Highline SD (continued)				Somali	273		Japanese	19
	Cakchiquel	2		Soninke	11		Kannada	2
	Cambodian	85		Spanish	2,403		Korean	67
	Cebuano	1		Swahili	14		Lao	4
	Cham	2		Swedish	1		Malayalam	1
	Chamorro	1		Tagalog	63		Marathi	5
	Chinese-Cantonese	6		Tarasco	25		Oromo	1
	Chinese-Mandarin	1		Thai	7		Persian	1
	Chinese-Unspecified	11		Tigrinya	15		Pilipino	2
	Chuuk	4		Tongan	16		Polish	7
	Creole	5		Trukese	4		Portugese	3
	Dari	2		Turkic	1		Punjabi	2
	Ewe	3		Turkish	6		Rumanian	15
	Fallani	1		Twi	2		Russian	33
	Farsi	20		Ukrainian	7		Slovak	2
	French	16		Urdu	2		Somali	1
	Fulfulde	1		Uzbek	2		Spanish	234
	Greek- Modern	1		Vietnamese	298		Susu	1
	Gujarati	4		Visayan	3		Swedish	2
	Haitian Creole	2		Yakut	1		Tagalog	10
	Hindi	10		Yoruba	1		Tamil	13
	Hmong	21		unknown	3		Telugu	9
	Hungarian	1	Hockinson SD (8)		30		Thai	4
	Ibo	1		Arabic	3		Turkish	3
	Ilokano	10		Portugese	1		Ukrainian	3
	Indonesian	1		Rumanian	3		Urdu	14
	Italian	3		Russian	2		Vietnamese	41
	Japanese	2		Spanish	17	Kelso SD (14)		213
	Khmer	9		Thai	1		Bisaya	2
	Kikuya	2		Ukrainian	2		Cambodian	5
	Kirundi	1		Vietnamese	1		Chinese-Cantonese	1
	Korean	1	Hoquiam SD (1)		53		Chinese-Unspecified	1
	Kosraean	27		Spanish	53		Hindi	1
	Kpelle	2	Issaquah SD (51)		689		Kanjobal	1
	Krahn	1		Albanian	2		Mixteco	1
	Kurdish	1		Amharic	2		Palau	1
	Lao	20		Arabic	10		Rumanian	1
	Lingala	1		Bengali	3		Russian	23
	Malayalam	1		Bulgarian	1		Spanish	170
	Mandingo	1		Burmese	2		Tagalog	1
	Marquesan	1		Cambodian	4		Ukrainian	3
	Marshallese	2		Chinese-Cantonese	22		Vietnamese	2
	Mien	3		Chinese-Mandarin	27	Kennewick SD (30)		1,996
	Mixteco	5		Chinese-Taiwanese	1		Amharic	3
	Moldavian	1		Chinese-Unspecified	57		Arabic	42
	Nanai	1		Czech	1		Bosnian	27
	Nepali	33		Danish	7		Burmese	17
	Oromo	14		Dutch	2		Chinese-Mandarin	2
	Palau	4		Farsi	4		Chinese-Unspecified	5
	Persian	3		Finnish	2		Creole	4
	Pilipino	4		French	10		Danish	1
	Polish	3		German	7		Ethiopic	3
	Punjabi	67		Greek- Modern	1		French	3
	Rumanian	2		Gujarati	5		Italian	1
	Russian	9		Hebrew- Modern	3		Korean	3
	Samoan	77		Hindi	11		Lao	4
	Serbo-Croatian	1		Hmong	4		Marshallese	10
	Sogdian	1		Hungarian	2		Nuer	2

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
Kennewick SD (continued)			Japanese	15	Yakut	1		
	Persian	1	Kanjobal	1	Yoruba	2		
	Punjabi	1	Karen	41	unknown	2		
	Rumanian	4	Khmer	4	Kiona-Benton SD (4)		242	
	Russian	29	Kikuya	2	Dari	1		
	Serbo-Croatian	1	Kirgiz	1	Ethiopic	1		
	Somali	25	Kirundi	1	Portugese	1		
	Spanish	1,756	Kmhmu	3	Spanish	239		
	Tagalog	7	Kongo	1	Kittitas SD (1)		39	
	Tamil	1	Korean	40	Spanish	39		
	Teso	1	Kosraean	11	La Center SD (7)		24	
	Thai	4	Kpelle	1	Bassa	2		
	Turkish	3	Krahn	7	Czech	1		
	Ukrainian	13	Krio	2	Mixteco	1		
	Urdu	1	Kru	2	Punjabi	1		
	Vietnamese	22	Kurdish	24	Russian	5		
Kent SD (101)			Lao	33	Spanish	13		
	Acholi	1	Liberian	11	Thai	1		
	Albanian	3	Lingala	8	La Conner SD (4)		16	
	Amharic	20	Luganda	6	Arabic	1		
	Arabic	99	Mandingo	2	Ethiopic	2		
	Armenian	1	Marshallese	6	Mixteco	4		
	Balinese	1	Mien	15	Spanish	9		
	Bangala	1	Mixteco	1	Lake Chelan SD (2)		378	
	Bantu	3	Moldavian	5	Chinese-Unspecified	1		
	Bassa	1	Nepali	76	Spanish	377		
	Bemba	1	Nuer	6	Lake Quinault SD (2)		36	
	Bengali	4	Oromo	4	Chinese-Cantonese	1		
	Bisaya	1	Pahlavi	1	Spanish	35		
	Bosnian	7	Palau	1	Lake Stevens SD (23)		269	
	Bulgarian	4	Pashto	1	Amharic	6		
	Burmese	53	Persian	1	Arabic	2		
	Cakchiquel	1	Pilipino	6	Cambodian	3		
	Cambodian	76	Portugese	3	Chinese-Taiwanese	1		
	Cebuano	4	Punjabi	305	Chinese-Unspecified	1		
	Chinese-Cantonese	23	Rumanian	27	French	5		
	Chinese-Mandarin	10	Russian	182	Hindi	2		
	Chinese-Unspecified	43	Rwanda	5	Hmong	3		
	Chungki-Chunkese	1	Samoan	54	Indonesian	4		
	Chuuk	3	Sanskrit	1	Japanese	3		
	Creole	7	Serbo-Croatian	1	Korean	2		
	Czech	1	Somali	358	Lao	9		
	Dari	3	Spanish	1,762	Mandingo	2		
	Dire	1	Swahili	33	Nuer	1		
	Ethiopic	9	Tagalog	99	Pilipino	1		
	Farsi	22	Tamil	5	Rumanian	1		
	Fijian	2	Telugu	2	Russian	17		
	French	24	Thai	6	Spanish	176		
	Georgian	1	Tigrinya	13	Tagalog	9		
	German	3	Toishanese	1	Taishan	1		
	Greek- Modern	4	Tongan	7	Ukrainian	13		
	Gujarati	6	Turkic	1	Urdu	1		
	Hawaiian	2	Turkish	73	Vietnamese	5		
	Hindi	57	Twi	2	unknown	1		
	Hmong	7	Ukrainian	341				
	Hoh	1	Urdu	27				
	Ilokano	14	Vietnamese	284				
	Indonesian	3	Wolof	1				

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
Lake Washington SD (71)		1,433		Sinhalese	2		Chinese-Unspecified	3
	Afrikaans	1		Somali	10		Fra Fra	1
	Albanian	1		Spanish	590		Lithuanian	2
	Amharic	5		Swahili	3		Mixteco	9
	Arabic	26		Swedish	7		Punjabi	19
	Armenian	5		Tagalog	24		Russian	8
	Azerbaijani	1		Tamil	12		Samoan	1
	Bangala	1		Telugu	26		Spanish	225
	Bengali	3		Thai	13		Twi	1
	Bosnian	4		Tigrinya	1		Vietnamese	1
	Bulgarian	3		Turkish	8	Mabton SD (1)		397
	Burmese	4		Ukrainian	8		Spanish	397
	Cambodian	13		Urdu	17	Manson SD (1)		214
	Carolinina	3		Vietnamese	58		Spanish	214
	Chinese-Cantonese	16		unknown	4	Marysville SD (35)		830
	Chinese-Mandarin	31	Lakewood SD (10)		79		Arabic	7
	Chinese-Taiwanese	3		Ga	2		Cambodian	4
	Chinese-Unspecified	42		Haitian Creole	2		Chinese-Cantonese	2
	Czech	3		Ilokano	1		Chinese-Mandarin	2
	Danish	7		Japanese	1		Chinese-Unspecified	3
	Dutch	16		Pohnpeian	1		Chuuk	1
	Farsi	23		Russian	6		Egyptian-Arabic	1
	Finnish	2		Spanish	46		Ewe	1
	French	16		Tagalog	4		Fijian	1
	German	12		Ukrainian	12		Hindi	2
	Greek- Modern	2		Vietnamese	4		Hmong	2
	Gujarati	2	Lind SD (3)		35		Ilokano	2
	Haitian Creole	1		Chinese-Mandarin	2		Japanese	10
	Hebrew- Modern	41		Inuktitut	2		Korean	2
	Hindi	14		Spanish	31		Kurdish	2
	Hmong	40	Longview SD (22)		353		Lao	4
	Hungarian	1		Bulgarian	1		Luganda	1
	Ibo	1		Cambodian	13		Marshallese	14
	Indonesian	6		Chinese-Cantonese	4		Mien	1
	Italian	1		Chinese-Mandarin	1		Nepali	1
	Japanese	69		Chinese-Unspecified	2		Nuer	1
	Kannada	4		Chuuk	11		Palau	1
	Kazakh	1		French	1		Pilipino	3
	Khmer	5		Haitian Creole	1		Punjabi	26
	Korean	45		Hawaiian	1		Rumanian	3
	Lao	5		Hindi	1		Russian	39
	Lingala	1		Japanese	4		Slovak	1
	Malayalam	5		Khmer	1		Somali	2
	Marathi	4		Korean	1		Spanish	581
	Mien	1		Persian	1		Tagalog	36
	Mongolian	2		Pilipino	3		Thai	3
	Nepali	4		Punjabi	4		Trukese	1
	Norwegian	1		Russian	7		Ukrainian	38
	Pahlavi	1		Spanish	287		Vietnamese	29
	Pilipino	3		Tagalog	1		Yap	2
	Polish	10		Thai	1		unknown	1
	Portugese	43		Trukese	1			
	Punjabi	4		Vietnamese	6			
	Pushtu	1	Lopez Island SD (1)		5			
	Rumanian	24		Spanish	5			
	Russian	61	Lynden SD (12)		272			
	Samoan	3		Amharic	1			
	Serbo-Croatian	3		Chalchiteco	1			

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
Mead SD (21)		168	Russian		13	Mixteco		107
	Amharic	9	Spanish		74	Punjabi		1
	Arabic	5	Ukrainian		6	Russian		36
	Bulgarian	2	Vietnamese		3	Samoan		2
	Cakchiquel	1	Methow Valley SD (1)		7	Spanish		1,405
	Chinese-Cantonese	3	Spanish		7	Tagalog		5
	Chinese-Mandarin	1	Monroe SD (18)		471	Ukrainian		20
	Chinese-Unspecified	1	Amharic		3	Vietnamese		4
	Ethiopic	1	Arabic		3	Mukilteo SD (63)		2,366
	Korean	12	Cambodian		1	Amharic		10
	Marathi	1	Chinese-Cantonese		1	Arabic		56
	Marshallese	40	Chinese-Unspecified		2	Bosnian		3
	Moldavian	2	French		5	Bulgarian		1
	Nepali	9	Greek- Modern		1	Cambodian		20
	Punjabi	1	Hmong		7	Chinese-Cantonese		4
	Rumanian	6	Japanese		3	Chinese-Mandarin		12
	Russian	32	Korean		2	Chinese-Taiwanese		1
	Spanish	23	Kurdish		2	Chinese-Unspecified		21
	Swahili	1	Lao		4	Chuuk		2
	Tagalog	5	Rumanian		1	Dutch		3
	Ukrainian	6	Russian		6	Farsi		7
	Vietnamese	7	Spanish		422	Fijian		4
Medical Lake SD (7)		11	Thai		1	French		12
	Czech	1	Ukrainian		6	Fula		2
	Japanese	1	Yap		1	German		4
	Korean	2	Montesano SD (2)		24	Gujarati		1
	Russian	2	Chinese-Mandarin		1	Hawaiian		1
	Spanish	2	Spanish		23	Hindi		7
	Tagalog	1	Moses Lake SD (8)		734	Hmong		2
	Thai	2	Bulgarian		1	Hungarian		2
Mercer Island SD (14)		86	Chinese-Cantonese		1	Ibo		1
	Chinese-Mandarin	11	Kikuya		1	Igbo		2
	Chinese-Unspecified	5	Russian		32	Ilokano		2
	Farsi	1	Spanish		658	Indonesian		25
	Finnish	1	Tagalog		2	Italian		1
	French	5	Ukrainian		38	Japanese		9
	Japanese	10	Vietnamese		1	Khmer		1
	Korean	39	Mossyrock SD (3)		43	Korean		126
	Russian	4	Chinese-Unspecified		1	Kurdish		2
	Spanish	2	Russian		1	Lao		10
	Swedish	2	Spanish		41	Lingala		4
	Tagalog	2	Mount Adams SD (1)		129	Malayalam		1
	Thai	1	Spanish		129	Mandingo		11
	Toishanese	1	Mount Baker SD (6)		144	Marquesan		1
	Vietnamese	2	Korean		2	Marshallese		32
Meridian SD (13)		121	Pilipino		1	Mixteco		5
	Aguacateco	1	Russian		75	Mongolian		6
	Chalchiteco	1	Spanish		50	Nepali		1
	Chinese-Cantonese	1	Turkish		1	Nigerian		1
	Chinese-Mandarin	2	Ukrainian		15	Nuer		1
	Chinese-Unspecified	1	Mount Vernon SD (15)		1,606	Pilipino		5
	Farsi	1	Amharic		1	Polish		3
	Hindi	1	Bemba		1	Portugese		3
	Mixteco	1	Bulgarian		2	Punjabi		31
	Punjabi	16	Chinese-Cantonese		1	Rumanian		2
			Chinese-Unspecified		3	Russian		155
			Japanese		2	Samoan		1
			Marshallese		16	Somali		4

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
Mount Vernon SD (continued)			Somali		4	Thai		1
Mixteco		107	Spanish		1,365	Vietnamese		4
Punjabi		1	Swahili		3	North Mason SD (8)		90
Russian		36	Tagalog		26	Chinese-Cantonese		1
Samoan		2	Tamil		4	Kanjobal		18
Spanish		1,405	Telugu		7	Kannada		11
Tagalog		5	Thai		2	Korean		1
Ukrainian		20	Tigrinya		4	Pilipino		1
Vietnamese		4	Tongan		2	Spanish		56
Mukilteo SD (63)		2,366	Trukese		2	Thai		1
Amharic		10	Twi		1	Visayan		1
Arabic		56	Ukrainian		186	North Thurston PS (35)		485
Bosnian		3	Urdu		14	Akan		1
Bulgarian		1	Vietnamese		119	Amharic		1
Cambodian		20	Wolof		10	Bengali		1
Chinese-Cantonese		4	Naches Valley SD (2)		74	Cambodian		10
Chinese-Mandarin		12	Korean		1	Carolinina		4
Chinese-Taiwanese		1	Spanish		73	Cham		1
Chinese-Unspecified		21	Naselle SD (2)		5	Chamorro		2
Chuuk		2	Spanish		3	Chinese-Cantonese		1
Dutch		3	Tagalog		2	Chinese-Mandarin		2
Farsi		7	Nooksack Valley SD (10)		206	Chinese-Unspecified		11
Fijian		4	Aguacateco		15	Chuuk		2
French		12	Cambodian		2	Dutch		2
Fula		2	Chalchiteco		2	Farsi		1
German		4	German		2	Ga		3
Gujarati		1	Mixteco		3	German		4
Hawaiian		1	Punjabi		4	Ilokano		1
Hindi		7	Russian		2	Japanese		2
Hmong		2	Spanish		172	Khmer		1
Hungarian		2	Tagalog		1	Korean		39
Ibo		1	Ukrainian		3	Lao		5
Igbo		2	North Franklin SD (7)		745	Malay		1
Ilokano		2	Chinese-Cantonese		1	Marshallese		8
Indonesian		25	Chinese-Unspecified		2	Pilipino		4
Italian		1	German		1	Punjabi		6
Japanese		9	Korean		1	Russian		3
Khmer		1	Lao		2	Samoan		23
Korean		126	Portugese		2	Somali		1
Kurdish		2	Spanish		736	Spanish		256
Lao		10	North Kitsap SD (18)		200	Swahili		1
Lingala		4	Amharic		4	Tagalog		20
Malayalam		1	Bikol		1	Tamil		1
Mandingo		11	Chinese-Cantonese		2	Telugu		1
Marquesan		1	Chinese-Unspecified		4	Thai		4
Marshallese		32	Dutch		1	Ukrainian		5
Mixteco		5	Farsi		1	Vietnamese		57
Mongolian		6	Japanese		5	Northshore SD (61)		1,015
Nepali		1	Korean		3	Amharic		3
Nigerian		1	Lao		1	Arabic		15
Nuer		1	Nepali		2	Armenian		6
Pilipino		5	Punjabi		1	Bulgarian		2
Polish		3	Russian		3	Cambodian		6
Portugese		3	Salish		6	Chinese-Cantonese		3
Punjabi		31	Samoan		6	Chinese-Mandarin		13
Rumanian		2	Spanish		143	Chinese-Unspecified		33
Russian		155	Tagalog		12	Danish		2
Samoan		1						

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
Northshore SD (continued)			German	1	Orcas Island SD (2)			16
	Dutch	1	Japanese	17	Chinese-Unspecified		1	
	Farsi	13	Korean	3	Spanish		15	
	Finnish	2	Punjabi	1	Orondo SD (1)			110
	French	3	Russian	2	Spanish		110	
	German	1	Samoan	1	Oroville SD (3)			91
	Hebrew- Modern	1	Spanish	36	German		1	
	Hindi	9	Tagalog	34	Pilipino		1	
	Hmong	3	Thai	1	Spanish		89	
	Hungarian	1	Tibetan	1	Orting SD (8)			38
	Igbo	1	Vietnamese	1	Arabic		1	
	Ilokano	1	Ocean Beach SD (4)		30	Cambodian		1
	Indonesian	8	Chinese-Mandarin	2	Portugese		1	
	Italian	2	Chinese-Unspecified	1	Russian		12	
	Japanese	14	Spanish	26	Samoan		1	
	Kanjobal	1	Tagalog	1	Spanish		20	
	Khmer	2	Ocosta SD (4)		48	Tagalog		1
	Kikuya	1	Korean	1	Ukrainian		1	
	Korean	59	Pilipino	1	Othello SD (5)			1,414
	Krio	3	Spanish	45	Chinese-Unspecified		1	
	Lao	3	Tagalog	1	Mixteco		134	
	Macedonian	1	Okanogan SD (1)		100	Navajo		1
	Malayalam	3	Spanish	100	Spanish		1,277	
	Marathi	2	Olympia SD (28)		183	Urdu		1
	Marshallese	1	Amharic	2	Palisades SD (1)			13
	Mongolian	4	Arabic	3	Spanish		13	
	Nepali	2	Cambodian	3	Pasco SD (26)			5,437
	Pilipino	6	Chinese-Mandarin	5	Amharic		4	
	Polish	3	Chinese-Unspecified	5	Arabic		5	
	Portugese	9	Ethiopic	1	Bangala		1	
	Punjabi	12	German	2	Bosnian		3	
	Rumanian	23	Gujarati	1	Chinese-Cantonese		1	
	Russian	57	Hindi	3	Chinese-Unspecified		1	
	Saraiki	2	Ilokano	1	Creole		1	
	Serbo-Croatian	2	Japanese	2	Ethiopic		1	
	Sinhalese	2	Kannada	1	Farsi		2	
	Slovenian	1	Korean	9	French		1	
	Somali	2	Norwegian	1	Gujarati		1	
	Spanish	579	Pilipino	1	Italian		1	
	Swahili	1	Polish	2	Lao		15	
	Tagalog	12	Punjabi	1	Marshallese		5	
	Tamil	7	Russian	4	Mixteco		1	
	Telugu	9	Samoan	2	Moldavian		1	
	Thai	7	Somali	1	Pashto		1	
	Tigrinya	4	Spanish	65	Portugese		1	
	Tongan	1	Sudanese-Arabic	2	Punjabi		1	
	Turkish	1	Tagalog	3	Russian		83	
	Ukrainian	6	Telugu	5	Spanish		5,198	
	Urdu	6	Thai	2	Sudanese-Arabic		1	
	Vietnamese	34	Tibetan	1	Tagalog		1	
	Wolof	1	Tigrinya	1	Turkish		1	
	Yap	2	Vietnamese	54	Ukrainian		74	
	Yoruba	1	Omak SD (2)		90	Vietnamese		32
Oak Harbor SD (15)		106	Spanish	88	Pateros SD (2)			35
	Burmese	1	Tarasco	2	Italian		1	
	Chamorro	1	Onalaska SD (1)		23	Spanish		34
	Chinese-Unspecified	5	Spanish	23	Paterson SD (1)			40
	French	1			Spanish		40	

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
Peninsula SD (15)		62	Farsi		1	Spanish		94
Amharic		1	French		2	Vietnamese		1
Arabic		4	German		2	Quincy SD (3)		952
Chinese-Cantonese		1	Herero		1	French		1
Chinese-Mandarin		1	Korean		17	Spanish		950
Korean		3	Malay		3	Ukrainian		1
Krio		1	Persian		4	Raymond SD (5)		60
Liberian		2	Punjabi		1	Cambodian		3
Nyanja		1	Russian		6	French		2
Russian		5	Spanish		19	Korean		1
Samoan		2	Swahili		1	Lao		12
Spanish		35	Thai		1	Spanish		42
Tagalog		1	Vietnamese		3	Renton SD (69)		2,318
Turkic		2	Puyallup SD (40)		654	Amharic		10
Ukrainian		2	Amharic		3	Arabic		11
Urdu		1	Arabic		8	Armenian		1
Pomeroy SD (1)		2	Cambodian		13	Bemba		1
Spanish		2	Carolinina		3	Bengali		1
Port Angeles SD (17)		47	Chinese-Cantonese		4	Bisaya		1
Amharic		1	Chinese-Mandarin		6	Bosnian		2
Chinese-Cantonese		1	Chinese-Unspecified		12	Bulgarian		3
Chinese-Mandarin		1	Farsi		7	Burmese		2
Chinese-Unspecified		6	French		1	Cambodian		25
Ethiopic		2	German		1	Cebuano		1
Finnish		1	Hindi		4	Cham		4
German		1	Ilokano		2	Chinese-Cantonese		68
Gujarati		1	Japanese		7	Chinese-Fukienese		6
Japanese		3	Khmer		1	Chinese-Mandarin		9
Korean		3	Korean		41	Chinese-Unspecified		5
Punjabi		1	Krio		1	Farsi		4
Russian		5	Lao		5	French		147
Spanish		17	Liberian		5	German		15
Tagalog		1	Luo		1	Greek- Modern		24
Thai		1	Marshallese		3	Hausa		1
Trukese		1	Mongolian		1	Hindi		6
Vietnamese		1	Persian		2	Hmong		6
Port Townsend SD (4)		10	Portugese		2	Ilokano		16
Chinese-Mandarin		1	Punjabi		31	Indonesian		2
French		1	Romansch		1	Italian		20
Samoan		2	Rumanian		1	Japanese		7
Spanish		6	Russian		24	Khmer		4
Prescott SD (1)		64	Samoan		14	Korean		39
Spanish		64	Serbo-Croatian		1	Krio		2
Prosser SD (8)		620	Somali		1	Kurdish		3
Chinese-Unspecified		6	Soninke		2	Lao		17
Italian		1	Spanish		402	Liberian		1
Japanese		3	Swahili		3	Luganda		2
Korean		1	Tagalog		12	Mandingo		2
Spanish		604	Tamil		1	Mien		8
Swahili		1	Thai		1	Moldavian		23
Tagalog		2	Turkic		1	Mongolian		5
Yoruba		2	Ukrainian		8	Nepali		2
Pullman SD (18)		87	Vietnamese		17	Nuer		7
Arabic		10	Yap		1	Oromo		1
Armenian		3	Quillayute Valley SD (5)		115	Palau		1
Azerbaijani		1	Kanjobal		5	Pilipino		4
Chinese-Mandarin		2	Mam		9	Polish		1
Chinese-Unspecified		10	Mixteco		6	Portugese		4

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
Renton SD (continued)			Russian		30	Finnish		1
	Punjabi	22	Spanish		38	French		28
	Rumanian	41	Vietnamese		1	Georgian		1
	Russian	75	Riverside SD (5)		11	German		5
	Samoan	28	Creole		1	Greek- Modern		12
	Serbo-Croatian	2	Italian		1	Gujarati		1
	Shona	2	Korean		2	Haitian Creole		6
	Somali	218	Russian		4	Hausa		1
	Soninke	2	Spanish		3	Hebrew- Modern		2
	Spanish	978	Riverview SD (8)		60	Hindi		22
	Swahili	17	Amharic		1	Hmong		5
	Tagalog	71	Burmese		2	Hungarian		1
	Tamil	1	French		1	Ibo		4
	Tarasco	1	Hmong		2	Icelandic (Old)		2
	Thai	8	Japanese		1	Ilokano		87
	Tigrinya	3	Spanish		51	Indonesian		1
	Toishanese	4	Swahili		1	Italian		3
	Tongan	3	Vietnamese		1	Japanese		56
	Turkish	4	Rochester SD (4)		117	Khmer		1
	Twi	2	German		1	Kirundi		3
	Ukrainian	62	Khalkha		6	Korean		38
	Urdu	4	Spanish		109	Kru		1
	Vietnamese	242	Vietnamese		1	Kurdish		1
	Wolof	3	Roosevelt SD (1)		13	Lao		35
	Yoruba	1	Spanish		13	Latvian		3
Richland SD (28)		290	Royal SD (2)		681	Lingala		2
	Albanian	3	Mixteco		3	Malay		4
	Amharic	2	Spanish		678	Malayalam		1
	Arabic	7	San Juan Island SD (1)		42	Mandingo		8
	Bangala	1	Spanish		42	Marathi		1
	Bengali	3	Seattle PS (88)		6,011	Marshallese		1
	Bosnian	2	Afrikaans		1	Mien		28
	Chinese-Cantonese	2	Akan		1	Mongolian		14
	Chinese-Mandarin	4	Albanian		5	Nepali		33
	Chinese-Unspecified	12	Amharic		192	Nuer		5
	Creole	1	Arabic		67	Oromo		141
	Ethiopic	4	Bantu		2	Persian		1
	Farsi	4	Bassa		1	Pilipino		3
	Finnish	1	Bulgarian		8	Polish		3
	French	2	Burmese		28	Portugese		5
	Hindi	1	Cambodian		111	Punjabi		9
	Italian	1	Cebuano		7	Rumanian		1
	Korean	12	Cham		13	Russian		26
	Lao	6	Chao		2	Samoan		28
	Marshallese	5	Chinese-Cantonese		351	Serbo-Croatian		3
	Mixteco	1	Chinese-Mandarin		93	Somali		1,077
	Pashto	2	Chinese-Taiwanese		1	Soninke		16
	Russian	14	Chinese-Unspecified		12	Spanish		1,839
	Spanish	145	Chuuk		2	Swahili		72
	Tagalog	2	Creole		9	Tagalog		254
	Telugu	1	Croatian		1	Thai		20
	Thai	1	Czech		1	Tibetan		8
	Ukrainian	35	Danish		3	Tigrinya		130
	Vietnamese	16	Dari		2	Toishanese		150
Ridgefield SD (6)		74	Dinka		2	Tongan		10
	Cambodian	1	Dutch		1	Turkish		3
	Pilipino	2	Ethiopic		4	Twi		3
	Rumanian	2	Farsi		14	Ukrainian		2

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
Seattle PS (continued)			Greek- Modern	1	Tagalog	1		
	Urdu	11	Hebrew- Modern	2	Thai	2		
	Vietnamese	812	Hindi	6	Ukrainian	19		
	Wolof	3	Hungarian	2	Urdu	1		
	unknown	30	Ilokano	3	Vietnamese	5		
Sedro-Woolley SD (14)		235	Indonesian	3	Snoqualmie Valley SD (29)	117		
	Amharic	4	Japanese	4	Afrikaans	2		
	Arabic	1	Javanese	3	Arabic	3		
	Chinese-Mandarin	1	Khmer	1	Bangala	1		
	Korean	2	Korean	74	Chinese-Cantonese	1		
	Marshallese	3	Lao	2	Chinese-Mandarin	1		
	Mixteco	6	Mandingo	10	Chinese-Unspecified	4		
	Pilipino	2	Mongolian	3	Czech	1		
	Punjabi	1	Nepali	4	Danish	3		
	Russian	6	Nuer	3	Dutch	1		
	Samoan	3	Oromo	1	Finnish	4		
	Somali	3	Pashto	5	French	1		
	Spanish	198	Pilipino	4	German	1		
	Tagalog	1	Polish	3	Greek- Modern	1		
	Ukrainian	4	Punjabi	8	Hebrew- Modern	1		
Selah SD (3)		229	Pushtu	1	Hindi	4		
	Russian	1	Rumanian	2	Hmong	2		
	Spanish	227	Russian	13	Icelandic (Old)	1		
	Thai	1	Samoan	1	Kannada	2		
Sequim SD (7)		32	Serbo-Croatian	1	Korean	5		
	Cambodian	1	Sindhi	3	Lao	2		
	Chinese-Unspecified	2	Somali	13	Pilipino	1		
	French	2	Spanish	180	Rumanian	1		
	Korean	1	Swahili	9	Russian	5		
	Russian	2	Tagalog	34	Spanish	60		
	Spanish	22	Thai	3	Swahili	2		
	Vietnamese	2	Tigrinya	25	Telugu	3		
Shelton SD (7)		307	Turkish	2	Turkish	1		
	Arabic	1	Ukrainian	5	Urdu	2		
	Korean	5	Urdu	9	Vietnamese	1		
	Russian	1	Vietnamese	41	Soap Lake SD (3)	106		
	Samoan	1	Wolof	4	Russian	11		
	Spanish	297	Snohomish SD (25)	281	Spanish	70		
	Sudanese-Arabic	1	Armenian	1	Ukrainian	25		
	Thai	1	Cambodian	2	South Bend SD (5)	84		
Shoreline SD (54)		632	Chinese-Unspecified	2	Cambodian	4		
	Albanian	4	Farsi	1	Chinese-Cantonese	1		
	Amharic	42	French	1	Chinese-Mandarin	1		
	Arabic	22	German	2	German	1		
	Berber	1	Greek- Modern	2	Spanish	77		
	Bosnian	3	Hindi	2	South Kitsap SD (21)	98		
	Bulgarian	3	Hmong	2	Afrikaans	1		
	Cambodian	3	Hungarian	1	Arabic	2		
	Chinese-Cantonese	26	Indonesian	1	Azerbaijani	1		
	Chinese-Mandarin	17	Japanese	1	Burmese	1		
	Chinese-Taiwanese	3	Khmer	1	Chamorro	3		
	Chinese-Unspecified	11	Korean	4	Chinese-Mandarin	2		
	Chuuk	1	Kurdish	1	Chinese-Unspecified	6		
	Ethiopic	1	Lao	2	Chuuk	3		
	Fijian	1	Punjabi	4	Creole	2		
	French	4	Rumanian	2	French	1		
	Fula	1	Russian	26	German	1		
	German	1	Spanish	195	Gujarati	1		

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
South Kitsap SD (continued)			Pilipino		1	Sumner SD (13)		242
	Japanese	7	Portugese		2	Amharic		1
	Korean	2	Punjabi		5	Bulgarian		1
	Marshallese	1	Pushtu		3	Cambodian		1
	Russian	1	Rumanian		31	Carolinina		1
	Samoan	2	Russian		287	Liberian		1
	Spanish	39	Serbo-Croatian		5	Punjabi		2
	Tagalog	19	Sinhalese		1	Russian		7
	Thai	2	Somali		5	Samoan		3
	Vietnamese	1	Spanish		218	Spanish		208
South Whidbey SD (10)		15	Swahili		7	Tagalog		6
	Amharic	1	Tagalog		9	Thai		1
	Chinese-Unspecified	1	Thai		1	Ukrainian		6
	Creole	1	Tigrinya		1	Vietnamese		3
	German	2	Tongan		4	unknown		1
	Haitian Creole	2	Turkish		2	Sunnyside SD (4)		1,861
	Japanese	1	Ukrainian		16	Arabic		8
	Liberian	1	Vietnamese		88	Korean		1
	Polish	1	unknown		1	Punjabi		1
	Russian	1	Stanwood SD (8)		88	Spanish		1,851
	Spanish	4	Amharic		9	Tacoma SD (46)		2,355
Spokane SD (54)		1,327	Chinese-Cantonese		1	Albanian		2
	Albanian	6	Chinese-Unspecified		2	Amharic		4
	Amharic	17	Korean		2	Arabic		54
	Arabic	51	Punjabi		1	Bantu		7
	Bosnian	30	Russian		1	Bulgarian		2
	Burmese	11	Spanish		67	Cambodian		171
	Chamorro	3	Swahili		5	Carolinina		3
	Chin	23	Steilacoom Historical SD (1)		80	Cebuano		1
	Chinese-Mandarin	13	Chamorro		1	Chamorro		1
	Chinese-Unspecified	11	Chinese-Cantonese		1	Chinese-Cantonese		4
	Chuuk	18	Chinese-Unspecified		4	Chinese-Mandarin		7
	Creole	4	French		1	Chinese-Unspecified		9
	Croatian	1	German		5	Creole		3
	Czech	1	Gujarati		1	Dinka		1
	Dari	2	Hungarian		1	Ethiopic		1
	Ethiopic	1	Korean		19	French		6
	Ewe	2	Pilipino		6	Ga		1
	Farsi	4	Russian		3	German		3
	Fra Fra	1	Samoan		3	Hawaiian		2
	French	4	Spanish		16	Hindi		1
	Haitian Creole	1	Tagalog		7	Hmong		1
	Hmong	20	Tamil		2	Ilokano		2
	Ibanag	1	Telugu		1	Japanese		4
	Indonesian	3	Thai		2	Khmer		10
	Jamaican	1	Vietnamese		6	Korean		38
	Japanese	2	Visayan		1	Lao		7
	Karen	102	Stevenson SD (2)		23	Mandingo		2
	Kirgiz	1	Russian		2	Marathi		1
	Kirundi	13	Spanish		21	Marshallese		3
	Korean	9	Sultan SD (6)		122	Moldavian		44
	Krio	1	Byelorussian		1	Nepali		3
	Lao	7	Korean		7	Pilipino		3
	Liberian	1	Lao		2	Punjabi		5
	Marshallese	188	Spanish		109	Rumanian		9
	Moldavian	22	Tagalog		2	Russian		174
	Nepali	58	Thai		1	Samoan		77
	Pashto	7				Somali		18

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
Tacoma SD (continued)			Tukwila SD (61)		1,195			
	Spanish	1,266		Acholi	1		Turkish	74
	Stoney	3		Afrikaans	1		Ukrainian	1
	Swahili	7		Amharic	15		Vietnamese	59
	Tagalog	27		Arabic	20		Visayan	1
	Thai	12		Armenian	1		unknown	19
	Twi	1		Bangala	1	Tumwater SD (19)		107
	Ukrainian	66		Bantu	1		Amharic	5
	Urdu	14		Bengali	1		Chinese-Cantonese	1
	Vietnamese	275		Bosnian	18		Chinese-Mandarin	1
Tahoma SD (27)		130		Bulgarian	1		Chinese-Unspecified	3
	Arabic	2		Burmese	47		Ethiopic	1
	Chinese-Mandarin	1		Cambodian	15		French	2
	Chinese-Unspecified	1		Cham	1		Gujarati	1
	Fallani	1		Chamorro	1		Hindi	4
	French	3		Chewa	1		Japanese	1
	Fula	1		Chin	18		Korean	2
	Hindi	3		Chinese-Taiwanese	1		Punjabi	4
	Hmong	1		Chinese-Unspecified	8		Rumanian	1
	Igbo	2		Creole	2		Russian	1
	Japanese	3		Dari	1		Samoan	1
	Korean	2		Ethiopic	1		Spanish	52
	Lao	2		Farsi	8		Tagalog	10
	Lithuanian	2		French	14		Tamil	4
	Makah	1		Haitian Creole	1		Telugu	1
	Malayalam	2		Hindi	3		Vietnamese	12
	Mien	1		Hmong	2	Union Gap SD (1)		166
	Persian	1		Indonesian	4		Spanish	166
	Polish	1		Japanese	1	University Place SD (20)		143
	Punjabi	2		Kannada	1		Afrikaans	1
	Rumanian	1		Karen	24		Arabic	22
	Russian	8		Khmer	3		Chinese-Cantonese	1
	Somali	2		Kirundi	2		Chinese-Mandarin	4
	Spanish	72		Korean	1		Chinese-Unspecified	1
	Swedish	1		Kosraean	11		German	1
	Telugu	1		Krahn	1		Korean	24
	Ukrainian	11		Krio	1		Kurdish	1
	Vietnamese	2		Lao	8		Marshallese	4
Tenino SD (4)		16		Malayalam	2		Moldavian	3
	Cambodian	2		Marathi	1		Palau	2
	Ethiopic	1		Mien	6		Pilipino	2
	Hindi	1		Nepali	78		Romansch	1
	Spanish	12		Oromo	6		Russian	32
Toledo SD (1)		22		Persian	2		Samoan	1
	Spanish	22		Portugese	2		Spanish	24
Tonasket SD (0)		137		Punjabi	13		Tagalog	3
	Spanish	136		Rumanian	4		Ukrainian	5
	Tagalog	1		Russian	62		Urdu	1
Toppenish SD (3)		1,338		Samoan	22		Vietnamese	10
	Sahaptian	1		Serbo-Croatian	9	Vancouver SD (50)		2,119
	Spanish	1,329		Somali	160		Akan	1
	Yakima	8		Soninke	1		Albanian	3
Touchet SD (1)		20		Spanish	399		Amharic	1
	Spanish	20		Swahili	3		Arabic	9
				Tagalog	11		Armenian	2
				Thai	2		Bosnian	9
				Tigrinya	15		Cambodian	9
				Tongan	2		Chamorro	1

Dist	Language	Students	Dist	Language	Students	Dist	Language	Students
Vancouver SD (continued)			Ga		1	West Valley Yakima SD (3)		59
	Chinese-Cantonese	11	German		2	Korean		1
	Chinese-Mandarin	6	Gujarati		1	Russian		4
	Chinese-Unspecified	2	Hindi		1	Spanish		54
	Chungki-Chunkese	3	Lao		4	White River SD (6)		46
	Chuuk	56	Pohnpeian		1	Chinese-Cantonese		1
	Creole	3	Russian		10	Chinese-Mandarin		1
	Farsi	1	Spanish		804	German		1
	French	2	Vietnamese		1	Spanish		41
	Haitian Creole	3	Wapato SD (3)		858	Tagalog		1
	Hawaiian	1	Ilokano		9	Turkish		1
	Hiligaynon	1	Pilipino		3	White Salmon Valley SD (3)		199
	Hindi	9	Spanish		846	German		2
	Hmong	2	Warden SD (3)		354	Persian		1
	Hungarian	4	Czech		1	Spanish		196
	Japanese	2	Spanish		352	Willapa Valley SD (1)		1
	Korean	8	Vietnamese		1	Spanish		1
	Lao	8	Washougal SD (6)		65	Winlock SD (3)		59
	Liberian	1	Farsi		1	Arabic		4
	Mandingo	3	Ilokano		1	Portugese		1
	Marshallese	1	Japanese		1	Spanish		54
	Moldavian	5	Russian		21	Woodland SD (4)		118
	Mordvin	2	Spanish		40	Finnish		1
	Nepali	1	Tagalog		1	Haitian Creole		1
	Pilipino	1	Waterville SD (2)		19	Mixteco		4
	Pohnpeian	10	Nez Perce		1	Spanish		112
	Pulau-Guai	2	Spanish		18	Yakima SD (14)		4,278
	Punjabi	8	Wenatchee SD (10)		1,652	Arabic		3
	Rumanian	31	Arabic		10	Cambodian		2
	Russian	365	Ethiopic		5	Chinese-Cantonese		1
	Samoan	6	Hindi		1	Chinese-Unspecified		2
	Spanish	1,293	Hmong		1	Farsi		1
	Sudanese-Arabic	1	Mam		2	Khmer		1
	Swahili	1	Punjabi		1	Korean		1
	Tagalog	16	Russian		7	Lao		2
	Thai	7	Samoan		2	Pilipino		1
	Tongan	2	Spanish		1,620	Punjabi		3
	Trukese	2	Vietnamese		3	Samoan		3
	Turkish	15	West Valley Spokane SD (1)		98	Somali		2
	Ukrainian	97	Amharic		1	Spanish		4,252
	Urdu	3	Arabic		8	Vietnamese		2
	Vietnamese	80	Carolinina		1	unknown		2
	Visayan	1	Creole		1	Yelm SD (7)		73
	unknown	8	Dinka		2	German		2
Vashon Island SD (3)		21	Ethiopic		2	Indonesian		3
	Chinese-Unspecified	1	Hmong		3	Korean		1
	Russian	1	Japanese		2	Marshallese		3
	Spanish	19	Karen		1	Salish		1
Wahkiakum SD (2)		18	Liberian		1	Spanish		62
	Russian	15	Moldavian		1	Turkish		1
	Spanish	3	Russian		42	Zillah SD (1)		172
Wahluke SD (2)		1,314	Somali		1	Spanish		172
	Portugese	1	Spanish		27			
	Spanish	1,313	Tagalog		1			
Walla Walla SD (12)		831	Ukrainian		1			
	Chinese-Mandarin	3	Vietnamese		3			
	Chinese-Unspecified	2						
	French	1						

APPENDIX C

TBIP ENROLLMENTS BY DISTRICT

This appendix presents the ELL enrollment data reported by districts to the MSDR Bilingual database. The *Total Headcount* is the number of all students Grades K–12 enrolled in a Washington public school on October 1, 2009. The *TBIP Headcount* column is a count of unique students enrolled in TBIP (excluding waivers) on October 1, 2009, while *TBIP Distinct* count is the number of ELL students enrolled in TBIP at any point during the 2009–10 school year.

District	Total Headcount	TBIP Enrolled		
		Headcount	% TBIP	Distinct
Statewide	1,035,887	84,971	8.2%	91,469
Aberdeen School District	3,424	247	7.2%	262
Adna School District	598	-	0.0%	1
Anacortes School District	2,737	53	1.9%	55
Arlington School District	5,537	162	2.9%	170
Auburn School District	14,785	1,599	10.8%	1,738
Bainbridge Island School District	3,926	31	0.8%	36
Battle Ground School District	13,222	656	5.0%	694
Bellevue School District	17,578	1,593	9.1%	1,835
Bellingham School District	10,880	562	5.2%	607
Bethel School District	17,651	258	1.5%	305
Blaine School District	2,150	87	4.0%	93
Bremerton School District	4,855	125	2.6%	139
Brewster School District	950	383	40.3%	401
Bridgeport School District	765	327	42.7%	349
Burlington-Edison School District	3,928	639	16.3%	660
Camas School District	5,844	85	1.5%	99
Cape Flattery School District	467	83	17.8%	83
Cascade School District	1,231	163	13.2%	172
Cashmere School District	1,471	205	13.9%	225
Castle Rock School District	1,400	31	2.2%	33
Central Kitsap School District	11,365	219	1.9%	243
Central Valley School District	12,398	221	1.8%	252
Centralia School District	2,632	251	9.5%	262
Chehalis School District	2,916	67	2.3%	81
Cheney School District	3,893	75	1.9%	83
Chewelah School District	983	2	0.2%	2
Chimacum School District	1,140	13	1.1%	13
Clarkston School District	2,756	24	0.9%	26
Cle Elum-Roslyn School District	897	8	0.9%	8
Clover Park School District	11,947	1,127	9.4%	1,238
College Place School District	749	156	20.8%	172
Columbia (Walla Walla) School District	918	78	8.5%	78

District	Total Headcount	TBIP Enrolled		
		Headcount	% TBIP	Distinct
Statewide	1,035,887	84,971	8.2%	91,469
Colville School District	2,764	42	1.5%	55
Conway School District	431	19	4.4%	25
Coupeville School District	1,093	26	2.4%	29
Dieringer School District	1,403	11	0.8%	15
East Valley School District (Spokane)	4,422	127	2.9%	137
East Valley School District (Yakima)	2,849	222	7.8%	231
Eastmont School District	5,559	859	15.5%	887
Easton School District	98	10	10.2%	10
Eatonville School District	1,918	11	0.6%	11
Edmonds School District	20,609	2,008	9.7%	2,049
Ellensburg School District	3,019	196	6.5%	204
Elma School District	1,743	76	4.4%	83
Entiat School District	349	40	11.5%	44
Enumclaw School District	4,757	154	3.2%	162
Ephrata School District	2,318	175	7.5%	187
Everett School District	19,049	1,788	9.4%	1,928
Evergreen School District (Clark)	25,935	2,006	7.7%	2,167
Federal Way School District	21,390	2,856	13.4%	3,094
Ferndale School District	5,310	230	4.3%	249
Fife School District	3,548	352	9.9%	367
Finley School District	999	120	12.0%	131
Franklin Pierce School District	7,545	542	7.2%	595
Goldendale School District	1,041	36	3.5%	40
Grandview School District	3,564	1,065	29.9%	1,119
Granger School District	1,529	563	36.8%	594
Granite Falls School District	2,314	22	1.0%	27
Highland School District	1,190	239	20.1%	251
Highline School District	17,531	3,434	19.6%	3,686
Hockinson School District	2,004	26	1.3%	29
Hoquiam School District	1,939	35	1.8%	43
Issaquah School District	16,948	610	3.6%	667
Kelso School District	5,071	190	3.7%	203
Kennewick School District	15,969	1,767	11.1%	1,909
Kent School District	27,196	3,975	14.6%	4,305
Kiona-Benton City School District	1,551	218	14.1%	229
Kittitas School District	755	38	5.0%	38
La Center School District	1,581	19	1.2%	20
La Conner School District	652	12	1.8%	15
Lake Chelan School District	1,406	322	22.9%	364
Lake Quinault School District	220	34	15.5%	36

District	Total Headcount	TBIP Enrolled		
		Headcount	% TBIP	Distinct
Statewide	1,035,887	84,971	8.2%	91,469
Lake Stevens School District	7,858	254	3.2%	259
Lake Washington School District	24,178	1,264	5.2%	1,377
Lakewood School District	2,575	73	2.8%	77
Lind School District	207	22	10.6%	31
Longview School District	7,052	303	4.3%	348
Lopez School District	226	5	2.2%	5
Lynden School District	2,857	243	8.5%	262
Mabton School District	958	369	38.5%	383
Manson School District	607	204	33.6%	206
Marysville School District	11,774	723	6.1%	792
Mead School District	9,334	136	1.5%	157
Medical Lake School District	2,100	11	0.5%	11
Mercer Island School District	4,125	71	1.7%	84
Meridian School District	2,127	105	4.9%	113
Methow Valley School District	523	5	1.0%	7
Monroe School District	7,940	434	5.5%	462
Montesano School District	1,247	13	1.0%	22
Moses Lake School District	7,792	667	8.6%	707
Mossyrock School District	612	38	6.2%	43
Mount Adams School District	1,026	117	11.4%	125
Mount Baker School District	2,143	133	6.2%	144
Mount Vernon School District	6,231	1,465	23.5%	1,559
Mukilteo School District	14,443	2,121	14.7%	2,290
Naches Valley School District	1,463	68	4.6%	72
Naselle-Grays River Valley School District	424	5	1.2%	5
Nooksack Valley School District	1,665	190	11.4%	198
North Franklin School District	2,022	698	34.5%	719
North Kitsap School District	6,786	189	2.8%	196
North Mason School District	2,222	81	3.6%	86
North Thurston Public Schools	13,952	413	3.0%	464
Northshore School District	19,707	911	4.6%	987
Oak Harbor School District	5,708	88	1.5%	102
Ocean Beach School District	945	28	3.0%	30
Ocosta School District	701	46	6.6%	47
Okanogan School District	1,064	85	8.0%	94
Olympia School District	9,381	155	1.7%	177
Omak School District	1,702	71	4.2%	83
Onalaska School District	892	22	2.5%	23
Orcas Island School District	500	14	2.8%	16
Orondo School District	193	100	51.8%	104

District	Total Headcount	TBIP Enrolled		
		Headcount	% TBIP	Distinct
Statewide	1,035,887	84,971	8.2%	91,469
Oroville School District	643	83	12.9%	88
Orting School District	2,296	31	1.4%	34
Othello School District	3,690	1,314	35.6%	1,384
Palisades School District	20	13	65.0%	13
Pasco School District	14,570	4,986	34.2%	5,286
Pateros School District	300	31	10.3%	32
Paterson School District	102	36	35.3%	36
Peninsula School District	9,365	50	0.5%	59
Pomeroy School District	340	2	0.6%	2
Port Angeles School District	4,051	44	1.1%	47
Port Townsend School District	1,430	8	0.6%	9
Prescott School District	242	59	24.4%	64
Prosser School District	2,942	577	19.6%	598
Pullman School District	2,398	68	2.8%	85
Puyallup School District	20,959	550	2.6%	613
Quillayute Valley School District	3,809	109	2.9%	112
Quincy School District	2,598	887	34.1%	923
Raymond School District	669	58	8.7%	58
Renton School District	14,219	2,006	14.1%	2,216
Richland School District	10,908	242	2.2%	273
Ridgefield School District	2,174	65	3.0%	73
Riverside School District	1,692	8	0.5%	11
Riverview School District	3,227	55	1.7%	57
Rochester School District	2,368	98	4.1%	109
Roosevelt School District	35	13	37.1%	13
Royal School District	1,521	601	39.5%	644
San Juan Island School District	909	40	4.4%	42
Seattle Public Schools	46,523	5,403	11.6%	5,893
Sedro-Woolley School District	4,348	218	5.0%	227
Selah School District	3,373	204	6.0%	222
Sequim School District	2,953	28	0.9%	32
Shelton School District	4,246	286	6.7%	302
Shoreline School District	9,012	542	6.0%	615
Snohomish School District	9,961	251	2.5%	269
Snoqualmie Valley School District	6,085	114	1.9%	117
Soap Lake School District	466	96	20.6%	103
South Bend School District	531	79	14.9%	79
South Kitsap School District	10,073	81	0.8%	92
South Whidbey School District	1,712	13	0.8%	14
Spokane School District	28,327	1,144	4.0%	1,304

District	Total Headcount	TBIP Enrolled		
		Headcount	% TBIP	Distinct
Statewide	1,035,887	84,971	8.2%	91,469
Stanwood-Camano School District	5,131	79	1.5%	88
Steilacoom Hist. School District	5,537	74	1.3%	80
Stevenson-Carson School District	1,448	22	1.5%	21
Sultan School District	2,179	102	4.7%	115
Sumner School District	8,240	229	2.8%	236
Sunnyside School District	6,083	1,701	28.0%	1,792
Tacoma School District	28,890	2,106	7.3%	2,291
Tahoma School District	7,476	118	1.6%	125
Tenino School District	1,274	15	1.2%	15
Toledo School District	860	21	2.4%	22
Tonasket School District	1,095	120	11.0%	131
Toppenish School District	3,563	1,202	33.7%	1,299
Touchet School District	299	20	6.7%	20
Tukwila School District	2,935	1,003	34.2%	1,164
Tumwater School District	6,287	99	1.6%	105
Union Gap School District	627	144	23.0%	151
University Place School District	5,632	115	2.0%	136
Vancouver School District	22,655	1,905	8.4%	2,055
Vashon Island School District	1,536	20	1.3%	21
Wahkiakum School District	465	13	2.8%	18
Wahluke School District	1,872	1,244	66.5%	1,291
Walla Walla Public Schools	6,271	777	12.4%	822
Wapato School District	3,337	800	24.0%	823
Warden School District	965	299	31.0%	320
Washougal School District	3,007	60	2.0%	62
Waterville School District	288	13	4.5%	13
Wenatchee School District	7,746	1,526	19.7%	1,613
West Valley School District (Spokane)	3,900	90	2.3%	95
West Valley School District (Yakima)	4,974	58	1.2%	59
White River School District	4,217	34	0.8%	40
White Salmon Valley School District	1,208	191	15.8%	198
Winlock School District	760	59	7.8%	59
Woodland School District	2,182	112	5.1%	115
Yakima School District	14,835	3,943	26.6%	4,178
Yelm School District	5,470	62	1.1%	64
Zillah School District	1,371	157	11.5%	165

APPENDIX D

LENGTH OF PROGRAM PARTICIPATION BY DISTRICT

This appendix presents the number of ELL students who took the WLPT-II annual test, the number and percent who transitioned out of the TBIP by demonstrating English proficiency, and the percent of these transitioning students that participated two or more years. Districts with fewer than 30 students testing are omitted from this table. Student counts do not reflect district entries into the MSDR TBIP database after 10/15/2010.

District	Total ELLs Tests	Number Transitioned	Percent Transitioned	Percent	
				Transitioned in 2+ years	Transitioned in 2+ years
State Total	83,622	10,785	12.9%	6,953	64.5%
Aberdeen	243	50	20.6%	34	68.0%
Anacortes	51	4	7.8%	2	50.0%
Arlington	168	18	10.7%	11	61.1%
Auburn	1,674	213	12.7%	122	57.3%
Bainbridge Island	33	6	18.2%	4	66.7%
Battle Ground	671	132	19.7%	95	72.0%
Bellevue	1,609	460	28.6%	235	51.1%
Bellingham	543	59	10.9%	51	86.4%
Bethel	270	38	14.1%	21	55.3%
Blaine	89	11	12.4%	8	72.7%
Bremerton	125	28	22.4%	13	46.4%
Brewster	370	23	6.2%	14	60.9%
Bridgeport	292	29	9.9%	22	75.9%
Burlington	565	41	7.3%	27	65.9%
Camas	83	26	31.3%	16	61.5%
Cape Flattery	77	18	23.4%	18	100.0%
Cascade	165	14	8.5%	14	100.0%
Cashmere	205	37	18.0%	31	83.8%
Castle Rock	30	1	3.3%	1	100.0%
Central Kitsap	204	41	20.1%	24	58.5%
Central Valley	241	40	16.6%	33	82.5%
Centralia	252	15	6.0%	14	93.3%
Chehalis	68	6	8.8%	5	83.3%
Cheney	76	25	32.9%	20	80.0%
Clover Park	1,103	165	15.0%	87	52.7%
College Place	160	15	9.4%	8	53.3%
Columbia (Walla)	71	0	0.0%	0	-
Colville	51	5	9.8%	5	100.0%
East Valley (Spokane)	127	19	15.0%	14	73.7%
East Valley (Yakima)	212	24	11.3%	14	58.3%

District	Total ELLs	Number	Percent	Transitioned	Percent
	Tests	Transitioned	Transitioned	in 2+ years	Transitioned in 2+ years
State Total	83,622	10,785	12.9%	6,953	64.5%
Eastmont	826	78	9.4%	43	55.1%
Edmonds	1,990	372	18.7%	160	43.0%
Ellensburg	186	25	13.4%	19	76.0%
Elma	87	10	11.5%	9	90.0%
Entiat	42	1	2.4%	1	100.0%
Enumclaw	150	14	9.3%	9	64.3%
Ephrata	182	15	8.2%	12	80.0%
Everett	1,747	357	20.4%	190	53.2%
Evergreen (Clark)	2,006	290	14.5%	213	73.4%
Federal Way	2,857	434	15.2%	308	71.0%
Ferndale	237	48	20.3%	29	60.4%
Fife	346	33	9.5%	22	66.7%
Finley	119	24	20.2%	20	83.3%
Franklin Pierce	555	86	15.5%	58	67.4%
Goldendale	32	2	6.3%	2	100.0%
Grandview	1,039	64	6.2%	53	82.8%
Granger	533	60	11.3%	37	61.7%
Highland	234	36	15.4%	28	77.8%
Highline	3,377	462	13.7%	229	49.6%
Hoquiam	42	10	23.8%	8	80.0%
Issaquah	618	165	26.7%	78	47.3%
Kelso	196	24	12.2%	20	83.3%
Kennewick	1,712	157	9.2%	130	82.8%
Kent	4,004	478	11.9%	379	79.3%
Kiona Benton	204	13	6.4%	11	84.6%
Kittitas	34	1	2.9%	0	0.0%
Lake Chelan	294	15	5.1%	14	93.3%
Lake Quinault	30	0	0.0%	0	-
Lake Stevens	241	38	15.8%	11	28.9%
Lake Washington	1,317	441	33.5%	243	55.1%
Lakewood	62	9	14.5%	8	88.9%
Longview	313	33	10.5%	19	57.6%
Lynden	235	24	10.2%	16	66.7%
Mabton	354	24	6.8%	13	54.2%
Manson	195	22	11.3%	18	81.8%
Marysville	735	75	10.2%	45	60.0%
Mead	142	16	11.3%	15	93.8%
Mercer Island	67	28	41.8%	10	35.7%
Meridian	105	15	14.3%	15	100.0%
Monroe	423	36	8.5%	25	69.4%

District	Total ELLs Tests	Number Transtioned	Percent Transitioned	Percent Transitioned	
				in 2+ years	in 2+ years
State Total	83,622	10,785	12.9%	6,953	64.5%
Moses Lake	609	84	13.8%	64	76.2%
Mossyrock	38	8	21.1%	5	62.5%
Mount Adams	120	6	5.0%	5	83.3%
Mount Baker	131	15	11.5%	12	80.0%
Mount Vernon	1,411	118	8.4%	90	76.3%
Mukilteo	2,132	381	17.9%	226	59.3%
Naches Valley	60	1	1.7%	1	100.0%
Nooksack Valley	182	18	9.9%	15	83.3%
North Franklin	662	56	8.5%	38	67.9%
North Kitsap	181	20	11.0%	12	60.0%
North Mason	82	9	11.0%	7	77.8%
North Thurston	456	54	11.8%	30	55.6%
Northshore	914	199	21.8%	86	43.2%
Oak Harbor	93	9	9.7%	3	33.3%
Ocosta	43	7	16.3%	3	42.9%
Okanogan	79	7	8.9%	7	100.0%
Olympia	160	24	15.0%	17	70.8%
Omak	72	3	4.2%	3	100.0%
Orondo	104	9	8.7%	9	100.0%
Oroville	80	6	7.5%	4	66.7%
Othello	1,246	115	9.2%	79	68.7%
Pasco	4,814	329	6.8%	288	87.5%
Paterson	35	6	17.1%	5	83.3%
Peninsula	49	13	26.5%	11	84.6%
Port Angeles	41	5	12.2%	4	80.0%
Prescott	53	15	28.3%	9	60.0%
Prosser	579	69	11.9%	58	84.1%
Pullman	68	22	32.4%	9	40.9%
Puyallup	572	112	19.6%	79	70.5%
Quillayute Valley	105	8	7.6%	7	87.5%
Quincy	862	83	9.6%	65	78.3%
Raymond	58	8	13.8%	5	62.5%
Renton	1,991	353	17.7%	269	76.2%
Richland	246	35	14.2%	20	57.1%
Ridgefield	64	10	15.6%	7	70.0%
Riverview	55	11	20.0%	7	63.6%
Rochester	100	21	21.0%	7	33.3%
Royal	580	47	8.1%	40	85.1%
San Juan	39	4	10.3%	4	100.0%
Seattle	5,410	725	13.4%	365	50.3%

District	Total ELLs Tests	Number Transtioned	Percent Transitioned	Percent Transitioned	
				in 2+ years	in 2+ years
State Total	83,622	10,785	12.9%	6,953	64.5%
Sedro-Woolley	206	37	18.0%	28	75.7%
Selah	194	10	5.2%	8	80.0%
Shelton	280	34	12.1%	28	82.4%
Shoreline	547	107	19.6%	46	43.0%
Snohomish	244	32	13.1%	17	53.1%
Snoqualmie Valley	99	24	24.2%	7	29.2%
Soap Lake	92	13	14.1%	7	53.8%
South Bend	73	12	16.4%	8	66.7%
South Kitsap	74	11	14.9%	7	63.6%
Spokane	1,136	137	12.1%	107	78.1%
Stanwood-Camano	81	1	1.2%	1	100.0%
Steilacoom	74	14	18.9%	7	50.0%
Sultan	101	13	12.9%	11	84.6%
Sumner	212	9	4.2%	7	77.8%
Sunnyside	1,655	174	10.5%	89	51.1%
Tacoma	1,996	243	12.2%	170	70.0%
Tahoma	117	16	13.7%	12	75.0%
Tonasket	112	3	2.7%	3	100.0%
Toppenish	1,193	95	8.0%	77	81.1%
Tukwila	964	96	10.0%	75	78.1%
Tumwater	95	19	20.0%	16	84.2%
Union Gap	143	12	8.4%	9	75.0%
University Place	134	27	20.1%	9	33.3%
Vancouver	1,946	209	10.7%	153	73.2%
Wahluke	1,181	92	7.8%	67	72.8%
Walla Walla	753	72	9.6%	61	84.7%
Wapato	738	33	4.5%	20	60.6%
Warden	301	13	4.3%	2	15.4%
Washougal	57	7	12.3%	4	57.1%
Wenatchee	1,492	119	8.0%	98	82.4%
West Valley (Spokane)	90	7	7.8%	7	100.0%
West Valley (Yakima)	47	2	4.3%	1	50.0%
White River	33	3	9.1%	3	100.0%
White Salmon	189	16	8.5%	14	87.5%
Winlock	57	7	12.3%	6	85.7%
Woodland	107	19	17.8%	16	84.2%
Yakima	3,718	326	8.8%	238	73.0%
Yelm	58	6	10.3%	3	50.0%
Zillah	163	19	11.7%	9	47.4%

APPENDIX E

ENGLISH PROFICIENCY AND ACADEMIC PERFORMANCE

This appendix presents the number of ELL students who transitioned out of the TBIP during 2009–10 by demonstrating English proficiency on the WLPT-II and who also took the Measurements of Student Progress (MSP) or the High School Proficiency Exam (HSPE). The percentages of all Washington students who met standard are included to provide a comparison with those transitioning from ELL programs. Districts without transitioning students are not listed in this table. Waived students are excluded. This table includes students retesting in Grades 11 and 12.

	WLPT-II Transitional	Reading			Writing			Math			Science		
		Took MSP/HSPE	Met Standard	State Total	Took MSP/HSPE	Met Standard	State Total	Took MSP/HSPE	Met Standard	State Total	Took MSP/HSPE	Met Standard	State Total
State Total	11,078	4,338	53%	70%	1,668	64%	74%	4,435	38%	51%	1,126	21%	46%
Aberdeen	50	23	48%	56%	10	50%	61%	23	35%	43%	3	0%	26%
Adna	2	1	100%	69%	1	0%	78%	2	50%	50%	1	100%	46%
Anacortes	4	1	0%	81%	0	0%	84%	1	100%	65%	1	100%	62%
Arlington	18	9	56%	78%	0	0%	82%	9	33%	53%	2	0%	50%
Auburn	229	71	56%	67%	26	58%	71%	71	34%	51%	20	5%	40%
Bainbridge Island	6	1	100%	89%	0	0%	91%	1	0%	75%	0	0%	72%
Battle Ground	132	68	51%	71%	21	62%	74%	70	49%	54%	19	11%	45%
Bellevue	463	158	67%	83%	59	64%	85%	157	62%	73%	42	52%	69%
Bellingham	66	38	74%	76%	13	62%	75%	39	38%	56%	7	29%	58%
Bethel	38	21	33%	65%	8	50%	71%	23	26%	40%	7	0%	32%
Blaine	11	6	50%	74%	3	67%	77%	6	17%	51%	0	0%	49%
Bremerton	29	10	50%	65%	4	75%	63%	12	33%	45%	6	33%	39%
Brewster	24	13	38%	45%	8	25%	42%	14	14%	24%	2	0%	18%
Bridgeport	33	11	27%	39%	4	75%	48%	11	55%	29%	3	0%	17%
Burlington	41	22	41%	66%	7	57%	73%	21	29%	43%	6	33%	43%
Camas	26	5	60%	83%	1	100%	87%	5	60%	67%	2	50%	63%
Cape Flattery	19	10	60%	67%	3	100%	67%	11	27%	44%	4	50%	45%
Cascade	14	7	71%	81%	1	100%	76%	7	57%	66%	1	0%	65%
Cashmere	37	17	35%	69%	6	50%	76%	17	35%	51%	6	17%	45%
Castle Rock	1	1	100%	63%	1	100%	70%	1	0%	37%	0	0%	38%
Central Kitsap	41	19	74%	73%	7	57%	75%	20	60%	57%	4	25%	50%
Central Valley	40	21	57%	73%	6	83%	79%	21	48%	58%	7	29%	55%
Centralia	16	8	50%	64%	2	50%	71%	8	13%	44%	4	25%	36%
Chehalis	6	5	60%	73%	0	0%	77%	5	0%	49%	3	0%	43%
Cheney	25	12	50%	74%	6	83%	85%	12	17%	53%	3	0%	50%
Clarkston	3	2	100%	64%	1	100%	72%	1	0%	44%	0	0%	48%
Cle Elum-Roslyn	1	1	0%	70%	0	0%	78%	1	0%	39%	0	0%	43%

	WLPT-II Transitional	Reading			Writing			Math			Science		
		Took MSP/HSPE	Met Standard	State Total	Took MSP/HSPE	Met Standard	State Total	Took MSP/HSPE	Met Standard	State Total	Took MSP/HSPE	Met Standard	State Total
State Total	11,078	4,338	53%	70%	1,668	64%	74%	4,435	38%	51%	1,126	21%	46%
Clover Park	167	67	46%	57%	27	37%	61%	66	29%	41%	12	0%	26%
College Place	15	11	18%	55%	3	100%	57%	11	27%	43%	2	0%	31%
Colville	5	2	100%	80%	1	100%	79%	2	100%	48%	0	0%	46%
Conway	1	1	100%	70%	0	0%	64%	1	0%	60%	0	0%	56%
Coupeville	4	1	0%	76%	1	100%	80%	1	100%	58%	0	0%	57%
Dieringer	2	1	100%	86%	0	0%	90%	1	0%	62%	0	0%	55%
East Valley (Spokane)	22	12	58%	69%	8	88%	74%	12	25%	48%	7	14%	44%
East Valley (Yakima)	24	9	44%	60%	6	50%	67%	10	20%	40%	2	0%	36%
Eastmont	78	37	46%	67%	15	60%	77%	37	24%	45%	8	0%	41%
Eatonville	2	1	0%	68%	0	0%	69%	1	0%	47%	1	100%	49%
Edmonds	375	116	55%	73%	39	64%	78%	120	42%	55%	31	35%	48%
Ellensburg	25	10	30%	71%	8	63%	76%	10	10%	48%	0	0%	47%
Elma	10	6	17%	60%	1	0%	69%	6	17%	39%	1	0%	38%
Entiat	1	1	0%	61%	1	100%	68%	1	0%	44%	0	0%	41%
Enumclaw	14	6	50%	69%	5	60%	69%	6	33%	48%	3	33%	44%
Ephrata	15	10	60%	70%	4	100%	77%	10	30%	52%	6	0%	47%
Everett	357	118	48%	76%	37	73%	80%	120	38%	57%	26	27%	56%
Evergreen (Clark)	291	126	48%	69%	41	59%	73%	126	42%	51%	31	23%	46%
Federal Way	435	140	62%	69%	53	66%	71%	141	57%	54%	34	24%	37%
Ferndale	49	20	50%	68%	6	100%	74%	21	52%	53%	5	40%	44%
Fife	33	16	31%	64%	9	56%	77%	16	13%	43%	4	25%	40%
Finley	22	10	40%	55%	3	67%	50%	10	10%	33%	1	0%	38%
Franklin Pierce	88	35	46%	64%	12	75%	71%	37	27%	43%	11	0%	38%
Goldendale	2	1	0%	64%	1	0%	69%	1	0%	43%	0	0%	36%
Grandview	64	28	57%	48%	10	50%	58%	32	22%	21%	8	13%	16%
Granger	60	28	50%	39%	9	67%	58%	32	31%	24%	7	14%	14%
Granite Falls	5	4	0%	64%	1	0%	67%	4	0%	44%	1	0%	44%
Highland	36	11	36%	59%	7	57%	70%	11	18%	38%	2	50%	32%
Highline	579	229	58%	58%	105	66%	62%	232	39%	37%	59	25%	32%
Hockinson	7	2	0%	83%	0	0%	85%	2	0%	61%	0	0%	53%
Hoquiam	10	5	40%	58%	4	25%	66%	5	40%	35%	1	100%	30%
Issaquah	165	29	59%	83%	12	75%	87%	29	66%	77%	8	38%	67%
Kelso	24	11	55%	67%	5	80%	69%	11	36%	43%	2	0%	42%
Kennewick	157	52	42%	69%	18	72%	76%	53	28%	46%	8	50%	42%
Kent	483	196	58%	65%	68	59%	71%	199	49%	54%	43	26%	41%
Kiona-Benton	14	6	50%	58%	1	100%	61%	6	17%	37%	2	50%	38%

	WLPT-II Transitional	Reading			Writing			Math			Science		
		Took MSP/HSPE	Met Standard	State Total	Took MSP/HSPE	Met Standard	State Total	Took MSP/HSPE	Met Standard	State Total	Took MSP/HSPE	Met Standard	State Total
State Total	11,078	4,338	53%	70%	1,668	64%	74%	4,435	38%	51%	1,126	21%	46%
Kittitas	18	14	64%	65%	6	50%	64%	14	43%	53%	2	0%	46%
LaConner	1	1	0%	64%	1	0%	66%	1	0%	44%	0	0%	47%
Lake Chelan	15	8	50%	67%	3	33%	77%	8	38%	48%	3	0%	36%
Lake Quinalt	1	1	100%	46%	0	0%	50%	1	100%	35%	1	0%	25%
Lake Stevens	43	17	59%	72%	6	33%	80%	17	47%	56%	2	0%	50%
Lake Washington	443	80	61%	85%	31	81%	87%	87	56%	69%	21	38%	69%
Lakewood	9	3	0%	69%	1	100%	72%	3	0%	46%	3	0%	41%
Lind	6	2	0%	62%	0	0%	68%	2	50%	42%	1	0%	30%
Longview	32	14	50%	62%	5	60%	68%	14	29%	43%	2	0%	38%
Lopez	1	1	0%	69%	0	0%	63%	1	100%	49%	0	0%	58%
Lynden	24	15	40%	72%	5	100%	84%	16	31%	51%	3	0%	52%
Mabton	25	10	80%	50%	4	75%	59%	10	50%	24%	2	0%	23%
Manson	22	9	78%	60%	5	60%	64%	10	50%	46%	3	0%	37%
Marysville	76	33	61%	64%	12	50%	66%	34	29%	42%	9	22%	32%
Mead	16	6	67%	80%	3	100%	88%	7	57%	62%	0	0%	54%
Medical Lake	2	1	0%	75%	0	0%	82%	1	0%	52%	1	0%	37%
Mercer Island	28	12	92%	92%	5	80%	94%	13	85%	85%	4	100%	80%
Meridian	15	9	56%	66%	3	100%	75%	9	0%	48%	5	20%	40%
Monroe	42	20	35%	68%	7	43%	77%	20	10%	41%	8	13%	48%
Montesano	2	1	0%	70%	0	0%	64%	1	100%	51%	0	0%	32%
Moses Lake	85	31	61%	70%	8	75%	74%	32	34%	49%	9	11%	38%
Mossyrock	9	4	75%	63%	2	100%	78%	4	50%	46%	3	33%	29%
Mount Adams	6	2	50%	30%	0	0%	42%	2	0%	17%	2	0%	11%
Mount Baker	15	10	60%	71%	3	67%	74%	10	30%	48%	5	20%	46%
Mount Vernon	119	69	42%	57%	35	63%	67%	71	28%	39%	19	16%	36%
Mukilteo	398	157	54%	72%	59	71%	76%	155	41%	56%	36	17%	48%
Naches Valley	1	1	0%	65%	1	0%	69%	1	0%	40%	0	0%	42%
Nooksack	18	9	33%	75%	1	0%	78%	9	33%	59%	2	50%	62%
North Franklin	56	34	47%	56%	13	54%	68%	34	32%	37%	5	0%	24%
North Kitsap	20	8	25%	78%	2	50%	75%	9	11%	58%	2	0%	56%
North Mason	9	4	50%	66%	2	50%	72%	5	0%	41%	0	0%	35%
North Thurston	54	24	63%	72%	14	86%	75%	24	58%	53%	6	0%	45%
Northshore	199	54	52%	83%	16	69%	86%	54	35%	71%	16	19%	63%
Oak Harbor	9	4	75%	70%	1	100%	67%	4	100%	49%	2	0%	44%
Ocean Beach	6	2	50%	67%	1	100%	68%	2	100%	46%	1	100%	36%
Ocosta	7	1	100%	70%	1	100%	67%	1	0%	48%	0	0%	42%
Okanogan	7	4	0%	67%	2	50%	72%	4	0%	29%	1	0%	22%
Olympia	35	8	75%	82%	2	100%	81%	8	75%	64%	4	25%	59%
Omak	3	2	50%	58%	2	100%	62%	2	0%	30%	1	0%	36%
Onalaska	1	1	0%	64%	1	0%	67%	1	0%	30%	0	0%	29%

	WLPT-II Transitional	Reading			Writing			Math			Science		
		Took MSP/HSPE	Met Standard	State Total	Took MSP/HSPE	Met Standard	State Total	Took MSP/HSPE	Met Standard	State Total	Took MSP/HSPE	Met Standard	State Total
State Total	11,078	4,338	53%	70%	1,668	64%	74%	4,435	38%	51%	1,126	21%	46%
Orondo	9	4	25%	46%	4	75%	61%	4	0%	29%	0	0%	7%
Oroville	7	4	50%	63%	0	0%	71%	4	50%	24%	1	0%	27%
Othello	117	55	58%	54%	19	63%	65%	60	43%	42%	14	14%	30%
Pasco	334	251	42%	50%	104	57%	60%	261	27%	33%	67	16%	27%
Pateros	13	2	50%	66%	1	100%	75%	2	0%	43%	0	0%	40%
Paterson	6	4	50%	54%	2	100%	63%	4	25%	43%	0	0%	16%
Peninsula	13	3	33%	80%	1	100%	81%	3	33%	64%	1	0%	58%
Port Angeles	5	3	33%	77%	2	100%	83%	3	33%	59%	1	0%	54%
Prescott	15	4	0%	53%	2	50%	59%	4	0%	34%	0	0%	6%
Prosser	69	40	60%	68%	13	62%	74%	38	39%	48%	5	40%	43%
Pullman	22	6	50%	81%	2	100%	82%	7	43%	67%	3	33%	59%
Puyallup	120	35	57%	75%	12	33%	76%	36	33%	55%	11	27%	50%
Quillayute Valley	8	6	33%	64%	2	50%	72%	6	17%	30%	1	0%	40%
Quincy	83	29	48%	53%	9	44%	56%	29	45%	36%	8	0%	25%
Raymond	8	4	50%	62%	2	0%	67%	4	0%	31%	1	0%	46%
Renton	353	100	57%	67%	39	62%	70%	105	37%	44%	27	37%	43%
Richland	35	22	32%	70%	12	50%	74%	23	30%	50%	10	10%	52%
Ridgefield	10	4	25%	73%	0	0%	76%	5	60%	59%	2	0%	50%
Riverview	11	4	0%	80%	2	0%	83%	4	25%	60%	1	100%	58%
Rochester	22	5	40%	67%	3	67%	63%	6	50%	48%	0	0%	44%
Royal	47	28	75%	56%	11	82%	58%	29	38%	38%	8	13%	32%
San Juan Island	4	2	50%	85%	0	0%	89%	2	50%	66%	1	0%	62%
Seattle	729	283	53%	71%	132	64%	74%	285	45%	58%	68	28%	50%
Sedro-Woolley	37	19	37%	69%	10	40%	72%	19	42%	48%	3	33%	49%
Selah	10	5	60%	67%	3	100%	77%	5	40%	49%	0	0%	51%
Sequim	4	3	100%	71%	0	0%	74%	3	0%	50%	1	0%	48%
Shelton	34	12	58%	62%	5	60%	68%	14	36%	38%	2	0%	35%
Shoreline	107	39	56%	80%	14	57%	79%	42	48%	63%	18	28%	61%
Snohomish	37	15	47%	77%	9	78%	83%	16	38%	55%	3	33%	48%
Snoqualmie Valley	24	4	100%	83%	1	100%	87%	4	75%	68%	3	33%	70%
Soap Lake	13	6	67%	41%	2	0%	59%	6	33%	28%	3	0%	17%
South Bend	12	2	100%	54%	1	100%	63%	2	50%	45%	2	0%	37%
South Kitsap	13	7	29%	71%	1	0%	72%	8	38%	56%	3	33%	43%
South Whidbey	1	1	100%	77%	0	0%	74%	1	0%	49%	0	0%	51%
Spokane	138	59	63%	69%	24	71%	71%	60	57%	54%	13	23%	47%
Stanwood	1	1	100%	72%	0	0%	83%	1	100%	59%	0	0%	47%

	WLPT-II Transitional	Reading			Writing			Math			Science		
		Took MSP/H SPE	Met Standard	State Total	Took MSP/H SPE	Met Standard	State Total	Took MSP/H SPE	Met Standard	State Total	Took MSP/H SPE	Met Standard	State Total
State Total	11,078	4,338	53%	70%	1,668	64%	74%	4,435	38%	51%	1,126	21%	46%
Steilacoom Historical	15	3	67%	71%	1	0%	66%	3	67%	49%	1	100%	45%
Stevenson	3	2	0%	66%	1	100%	68%	2	0%	43%	1	0%	37%
Sultan	13	4	100%	70%	3	100%	70%	4	0%	46%	0	0%	50%
Sumner	9	1	0%	76%	1	0%	82%	1	0%	54%	0	0%	52%
Sunnyside	174	55	45%	48%	16	38%	57%	56	25%	36%	17	6%	18%
Tacoma	243	78	59%	60%	33	76%	67%	77	44%	39%	19	16%	33%
Tahoma	16	6	67%	84%	5	60%	89%	6	33%	71%	2	0%	67%
Tenino	2	1	100%	66%	0	0%	63%	1	0%	39%	1	0%	40%
Tonasket	3	2	50%	63%	0	0%	67%	2	0%	39%	1	0%	34%
Toppenish	95	39	67%	43%	12	67%	55%	41	29%	19%	9	22%	13%
Touchet	2	1	0%	60%	0	0%	55%	1	0%	39%	1	0%	32%
Tukwila	96	33	48%	52%	12	42%	55%	34	24%	33%	13	23%	30%
Tumwater	21	3	67%	81%	1	0%	78%	3	33%	58%	1	0%	49%
Union Gap	13	2	50%	52%	1	100%	41%	3	33%	31%	1	0%	19%
University Place	27	6	100%	80%	3	33%	87%	6	67%	58%	4	50%	51%
Vancouver	214	84	61%	67%	36	50%	71%	85	29%	48%	23	17%	38%
Wahluke	92	54	46%	40%	19	68%	43%	57	21%	29%	15	7%	20%
Walla Walla	72	43	51%	67%	17	65%	71%	42	24%	43%	9	0%	45%
Wapato	43	6	83%	41%	1	100%	62%	9	33%	26%	1	0%	15%
Warden	13	2	100%	46%	0	0%	57%	2	0%	29%	0	0%	24%
Washougal	7	2	0%	71%	1	0%	73%	2	50%	56%	0	0%	45%
Wenatchee	119	72	54%	64%	19	74%	66%	74	22%	43%	22	5%	46%
West Valley Spokane	7	3	33%	71%	0	0%	76%	3	0%	46%	0	0%	45%
West Valley Yakima	3	1	100%	74%	1	100%	79%	1	100%	54%	0	0%	46%
White River	3	3	67%	76%	0	0%	76%	3	67%	52%	2	50%	48%
White Salmon Valley	16	9	11%	60%	4	75%	69%	9	0%	39%	4	0%	33%
Winlock	8	5	80%	61%	1	0%	61%	5	80%	33%	1	0%	36%
Woodland	20	6	33%	74%	1	100%	82%	6	50%	55%	2	0%	55%
Yakima	330	118	50%	55%	47	81%	64%	121	31%	32%	25	8%	23%
Yelm	6	4	25%	75%	2	100%	76%	4	50%	52%	2	50%	45%
Zillah	19	14	79%	60%	4	100%	68%	14	29%	35%	5	40%	36%

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